Book 1

Shahr Ramadan

Project Booklet

Under the Guidance of Moulana Nabi R. Mir (Abidi)

Please recite a Fātiḥah for
Syed Iftikhar Ahmed and
Syed Mohammad Raza, the sponsors of
this project booklet.

Important dates in Shahr Ramaḍān

8th	Wafāt of Ḥaḍrat Abū Ṭālib ibn ʿAbd ul-Muṭṭalib (ʿa)
10th	Wafāt of Ḥaḍrat Khadījah al-Kubrā (ʿa)
14th	Martyrdom of Ḥaḍrat Ḥamzah (ʿa) at the Battle of ʿUhud
15th	Wilādah of Imām Ḥasan (ʿa)
17th	Battle of Badr
18th	Night of Ḍarbat of Imām ʿAlī (ʿa); Laylat ul-Qadr
19th	Imām ʿAlī (ʿa) is injured during Fajr prayers
20th	Laylat ul-Qadr
21st	Shahādah of Imām ʿAlī (ʿa)
22nd	Laylat ul-Qadr
25th	Jumʿat ul-Widāʿ (Friday, May 7th, 2021)

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Please recite a Fātiḥah for the marhumin of those who contributed to this booklet.

INFORMATION AND INSPIRATION:

Verses of Light: A Quran Memorization Curriculum for Children
The Guiding Light book 1: Discovering Allah

Fashions by Lynda (traffic light)
pursuegod.org (kite)
momentsaday.com (bucket)
cardsandschoolprojects.blogspot.com (waterfall card)
Ar Raziq Child Care Centre (rehl)
Zero Waste Chef (graph)
Lunar Learners (rainbow)
Homeschooling by Heart (doctor’s bag)
Yes We Made This (watch)

cover:
freepik.com

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Dear Brothers and Sisters, Salāmun ʿalaykum!

I would like to extend my tabrīkāt, taḥīyyāt, and best wishes for the month of Ramaḍān! Indeed, the month of Allah has arrived, and we thank Him for giving us the honor of becoming Ḍuyūf ar-Raḥmān — His special guests — once again.

As we embark upon the month of Ramaḍān, we find the dynamics of this holy month are much different than previous years, due to the COVID-19 pandemic. While some centers are open, we are still not able to do our usual month of Ramaḍān activities like we are used to. However, we must view this as a golden opportunity for transformation. We can spend the extra time we have on self reflection, spiritual healing, and improvement. These days, when the doors and lights of our Islamic centers are shut, we must illuminate our homes by transforming them into beacons of Islamic knowledge and worship.

Cultivating the Spirit of Shahr Ramaḍān Begins from Our Homes and then Manifests in the World

A wise old man narrates:

When I was a young man,
I wanted to change the world.

As I grew older and wiser,
I realized I should focus on changing my country.

As I grew older and wiser,
I began to focus on my town.

As an older, wise man,
I decided to focus on my family.

Now, as an old man,
I realize the only thing I can change is myself,
and suddenly, I realize that if I change myself,
I could have made an impact on my family.

My family and I could have made an impact on our town.
Their impact could have changed the nation,
and I could indeed have changed the world.

As the wise man said, if we truly want to change the world, we must first begin with ourselves. These changes will then inshāʾAllāh radiate outwards to our family, community, city, country, and eventually the world.

Ourselves and Our Families

Allah tells us in the Noble Qurʾān:

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا قُوٓا أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا

O you who believe! Save yourselves and your families from the hellfire! (66:6)

From this āyah, we can see that our initial focus should be on preparing ourselves and our families. During this time, since we are with our families for most of the day, this takes on a whole different meaning. The family atmosphere is where we are tested the most, as this is where we are most comfortable and tend to act in a relaxed manner. However, we must remember that our greatest responsibility is toward our families and maintaining harmony within our homes. We must eliminate any negativity in our homes by being extra mindful of ourselves and our habits. We must strive to first identify our bad habits and then actively work towards rectifying them.

Alḥamdulilāh, we were able to get a spiritual head start in the blessed months of Rajab and Shaʿbān, but we must build on this during the month of Ramaḍān by being organized, focusing on self-building, and being progressive.

As I mentioned earlier, some of us are unable to attend the masājid and Islamic centers as we were used to in this month. If this is the case, then our homes must become our centers of worship. In order to do this, we must create a good plan and structure by bringing the responsibilities of our centers into our homes:

- As a family, we should come up with an action plan for this month by dividing and allocating tasks to different family members.
- We must come up with teams to prepare ifṭār, clean up, decorate the house, and plan special programs.
- We must bring the spirit of the masjid into our homes by establishing jamaʿah prayers as a family each day. We may even consider laying out our prayer rugs in a manner that emulates the masjid atmosphere. Assign one family member to recite the adhān each day to invite the entire family to establish ṣalāh.
- Make sure to allocate family time for you to grow together spiritually.
    - ◊ Engage in religious discussions as a family.
    - ◊ Spend time as a family with the Qurʾān on a daily basis.
    - ◊ Recite duʿās together.
    - ◊ Eat suḥūr and ifṭār together as a family. Watch online speeches and programs together.
- At the same time, ensure that there is a balance between personal time and family time.

Make this month of Ramaḍān a month for your family to grow closer to each other, and more importantly, to Allah. Seize this opportunity to cultivate taqwā in your family unit, so that when this pandemic ends, your family emerges stronger and more spiritually enlightened than ever before.

Our Community

While we are apart from our community this month and are unable to partake in communal prayers and ifṭārs, we can still check in on each other. Maintain the ties of communities by calling each other, dropping off sweet or savory treats, giving each other gifts, and helping community members in any way that is needed.

Our City

We shouldn't neglect our responsibilities toward our local city. One way we can fulfill this responsibility is by providing assistance to those in need, such as by creating and distributing care packages.

Our World

There is great emphasis on giving charity in this month. While monetary charity is important, do not neglect the other forms as charity, such as knowledge, time, and talents. At the very least, we must pray and make duʿā for those around the world. And especially in these perilous times, let us remember to pray for the Imām of our time, Imām Ṣāḥib az-Zamān (ʿaj). Give ṣadaqah on his behalf. Try to form a connection with him on the Night of Qadr, as he is the owner of that night. We pray that Allah hastens his reappearance and removes this world from darkness into light.

Alḥamdulillāh, we are pleased to launch our annual Shahr Ramaḍān project booklet. May these lessons increase their love for Qurʾān and Ahl al-Bayt (ʿa), and encourage them have the best akhlāq.

We pray to Allah that we exit the month of Shaʿbān in the way the Noble Prophet (ṣ) and Ahl al-Bayt (ʿa) exited the month, and enter Shahr Ramaḍān the way they entered it.

With Duʿās,
Nabi R. Mir (Abidi)

Lesson 1: Rushing to do Good Deeds

(taken from Verses of Light Curriculum Lesson 11)

OBJECTIVE

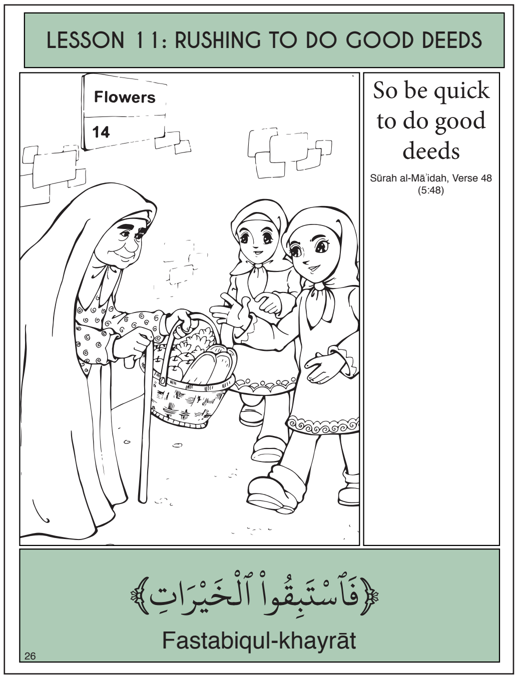
Students will learn about the importance of being quick to do good deeds. They will then memorize the āyah.

فَٱسْتَبِقُوا۟ ٱلْخَيْرَاتِ

Transliteration: Fastabiqul-khayrāt
Translation: So be quick to do good deeds
Āyah Source: Sūrah al-Māʾidah, Verse 5 (5:48)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about doing good deeds. What are some good deeds that we can do? Why should we try to do as many good deeds as we can and why should we rush to do them?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how does Allah tell us to do good deeds? Students will most likely answer, “Quickly!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 11: RUSHING TO DO GOOD DEEDS

So be quick to do good deeds

Sūrah al-Māʾidah, Verse 48 (5:48)

﴿فَٱسْتَبِقُوا۟ ٱلْخَيْرَاتِ﴾

Fastabiqul-khayrāt

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STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - What does it mean to rush, be quick, or race? Examples - to be as fast as possible, to compete with each other to get ahead.
    - Why do you think we should rush to do good deeds? Examples - because you might miss the opportunity to do the good deed, because Allah loves those who rush to do things that please Him. For example, if someone cannot find their jacket, you should hurry to help them find it. Once they’ve found it, the opportunity to do good is gone! Another example, if an elderly person at the masjid wants water, you should rush to get it for them otherwise someone might beat you to it, and your opportunity to do a good deed is lost!
    - Ask students to mention different types of “khayrāt” or good deeds. Make a T-chart with “Good Deeds” and “Why Race?” so students can think of more good deeds and why they should rush, like the examples mentioned above.
    - Allah has told us it is very important to help people and He loves it when we do so! What are different ways we can help people?

STEP 3: MEMORIZATION & HAND GESTURES

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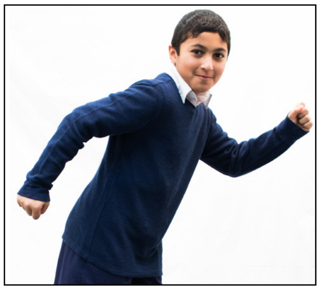
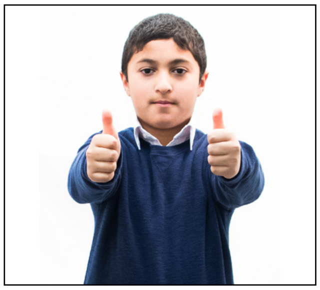
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to run,' be sure to say the Arabic (fastabiqul) and translation (so be quick) so that students can associate the sign with the Arabic word and English meaning.



Pretend to run
(Fastabiqul - so be quick)



Two thumbs up
(Khayrāt - to do good deeds)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

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Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Fatimah and Zehra were sisters who were very close and loved Allah very much. Together, they did their best to make Him happy. One of the things that made their bond very strong was that they always raced with each other to do good things for the sake of Allah. This type of race is not one where there is a winner and a loser. Instead, it is a race that never ends and has a huge prize — Jannah! Both of them were always trying their best to do more good deeds and find new chances to do something good and help others. Fatimah and Zehra would talk about going to Jannah (heaven) so they could be best friends and sisters there too!

At home, when their father was thirsty, they would both rush to be the first to give him water. When their grandmother needed help carrying things, they would try to be first to grab the basket from her hand! At school, when their teacher needed help, both of them would stand up to try to get there first. Sometimes it would be Fatimah, and sometimes it would be Zehra! But one thing was for sure: Allah loves those who race to do good deeds, so they were both winners in the eyes of Allah!

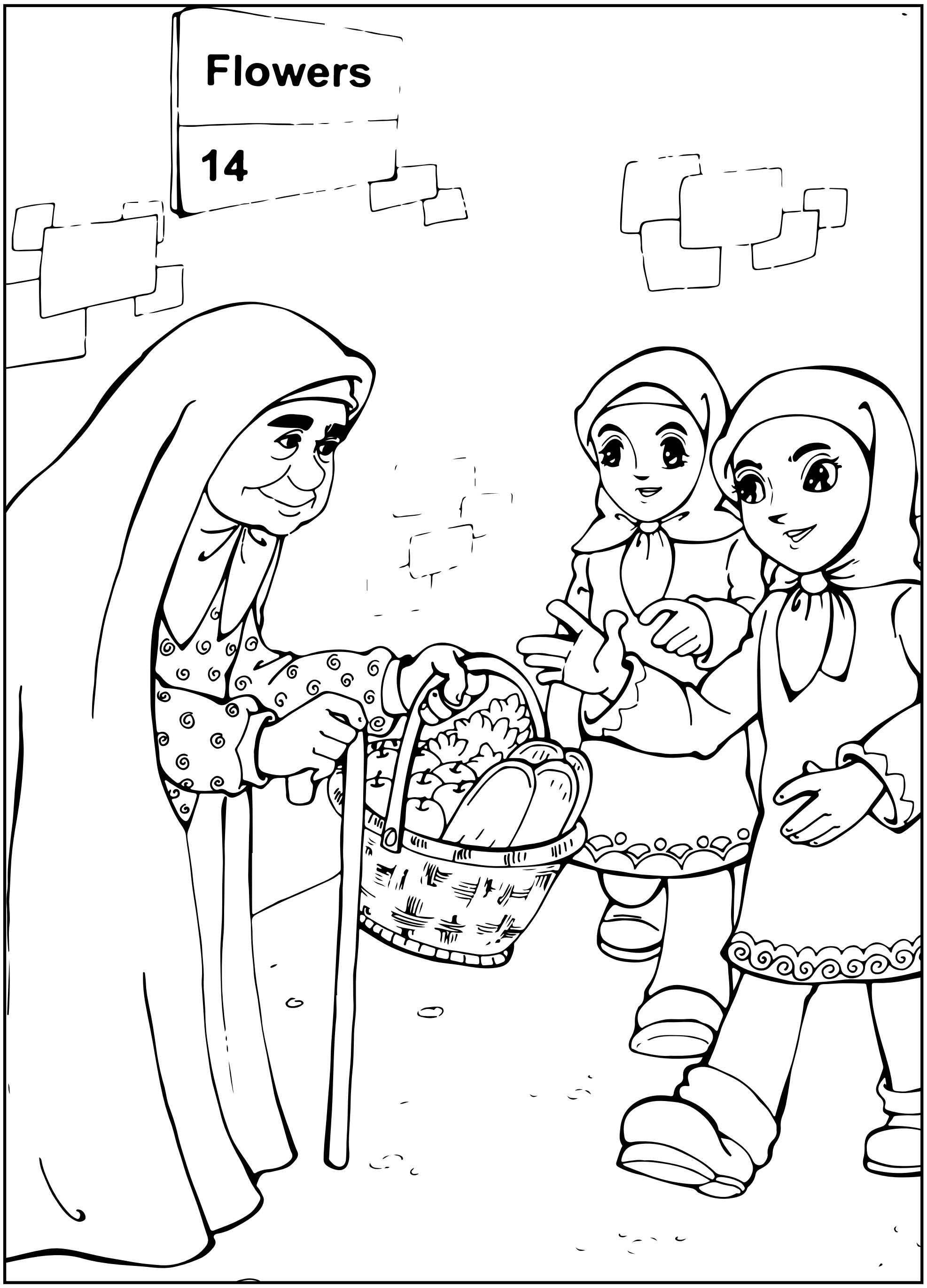
We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to make sure we encourage each other to do good deeds so we can make Allah happy!

STEP 5: COLORING

10

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

RUSHING TO DO GOOD DEEDS



So be quick to do good deeds

Sūrah al-Māʾidah, Verse 48
(5:48)

﴿فَٱسْتَبِقُوا۟ ٱلْخَيْرَٰتِ﴾

Fastabiqul-khayrāt

Running Shoes Craft

Objective: Children will learn about the importance of being quick to do good deeds.

As we have learned, we should rush to do good deeds. Rushing doesn't mean to do that good deed in a hurry and mess up, it means that when there w an opportunity to do something good, we should be quick to do it. This is because sometimes, opportunities to do good are only there for a little while. One example of a good deed we should rush to do is giving water to an elderly person. It is very good to serve other people water, especially those who may not be able to get it so easily themselves.

When we are rushing to do something good, we want to make sure we are aware of that good deed and are able to do it. Think of a marathon race. When someone runs in a race, they make sure they know when and where the race is taking place, and that they have the correct shoes to run in. Similarly, when we want to do good deeds, we should know how to do it and make sure we are doing it for Allah. Let's make a craft to help us remember to be quick to do good deeds.

Suggested Ages: 5+

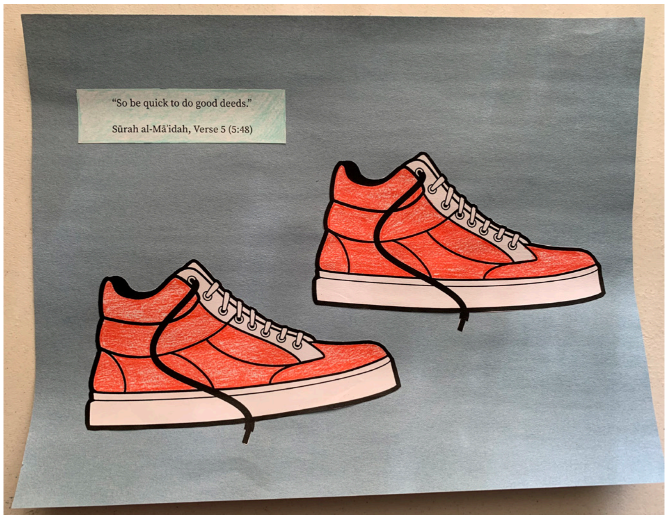
Time: 40 minutes

Materials:

- Shoes template
- Colored paper
- Crayons/colored pencils
- Scissors
- Glue
- Optional: yarn or string

Procedure:

1. Color and decorate the images of the shoes however you like.
2. Cut out the shoes by cutting all along the outer edge.
3. Glue the shoes to the colored paper.
4. Cut out the box with the verse on it. Glue it anywhere on the page.
5. Optional: you can attach yarn or string on the shoes to make it look like shoe laces.


"So be quick to do good deeds."
Sūrah al-Mā'idah, Verse 5 (5:48)

“So be quick to do good deeds.”

Sūrah al-Mā’idah, Verse 5 (5:48)

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Lesson 2: Not Helping Each Other do Bad Deeds

(taken from Verses of Light Curriculum Lesson 47)

OBJECTIVE

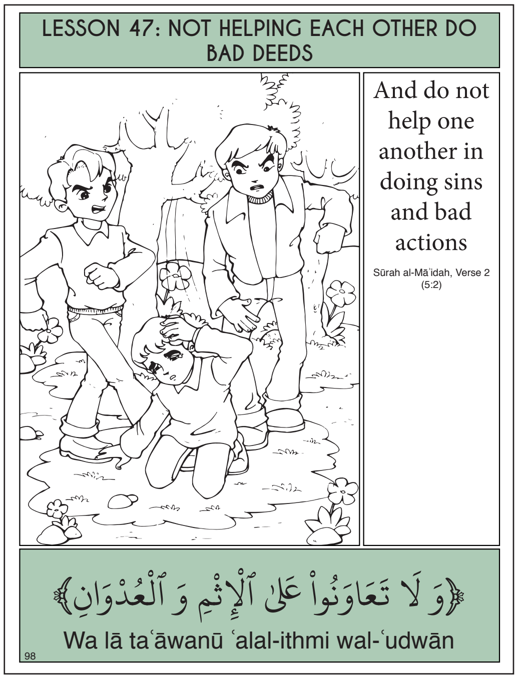
Students will learn the harm of enabling others to do bad deeds. They will then memorize the āyah.

وَ لَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ وَ ٱلْعُدْوَانِ

Transliteration: Wa lā taʿāwanū ʿalal-ithmi wal ʿudwān
Translation: And do not help one another in doing sins and bad actions
Āyah Source: Sūrah al-Māʾidah, Verse 2 (5:2)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about how we help others. Do we help others do good things or bad things? Which is better? Why should we not help others do sins?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us not to help others with? Students will most likely answer, "In doing sins or bad actions!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 47: NOT HELPING EACH OTHER DO BAD DEEDS

And do not help one another in doing sins and bad actions

Sūrah al-Māʾidah, Verse 2 (5:2)

﴿وَ لَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ وَ ٱلْعُدْوَانِ﴾

Wa lā taʿāwanū ʿalal-ithmi wal-ʿudwān

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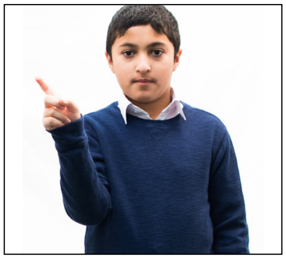
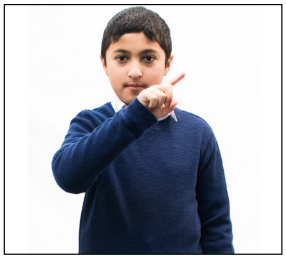
STEP 2: DISCUSSION

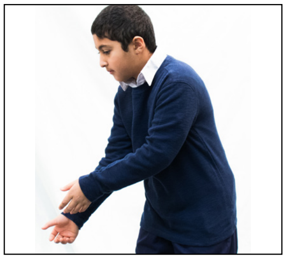
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - In Islam we are like brothers and sisters and so it is very important we help each other become better Muslims and stay away from bad things. This strengthens our entire Muslim ummah!
   - Why shouldn't we help others do bad things or commit sins? Examples - it makes Allah displeased with us, you become responsible for their actions, etc
   - Did you know if you help someone in doing a bad deed or committing sin, every time they do that action, you are also held responsible? Why do you think this is?
   - This is why Allah tells us not to help others in doing sins or bad actions. Did you know that you also get rewarded if you teach someone or help them do something good? Allah is so just and fair!
   - In this āyah there are two things Allah is saying we should not help others with:
     - ʿithm (sins)
     - ʿudwān (enemies) - this means helping enemies with their bad plans and deeds
     - Can you think of examples for each of these things?

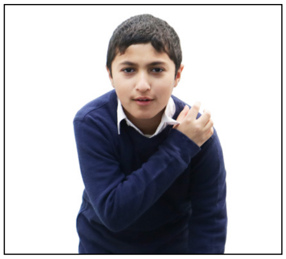
STEP 3: MEMORIZATION & HAND GESTURES

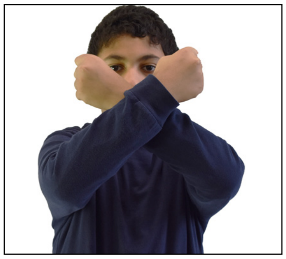
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'show burden on your shoulder,' be sure to say the Arabic (ʿalal-ithmi) and translation (in doing sins) so that students can associate the sign with the Arabic word and English meaning.


Make "No" with your finger
(Wa lā - and do not)


Make "No" with your finger
(Wa lā - and do not)


Helping someone up
(Taʿāwanū - help one another)


Show burden on your shoulder
(ʿAlal-ithmi - in doing sins)


Cross your hands in front of you
(Wal ʿudwān - and bad actions)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Ahmed and Musa could be very mean at times, and they would bully kids at school. Their friend, Reza, was a very nice boy who spoke to people kindly. He always saw the things they did and never participated even when no one was around because he knew Allah was watching. One day in class, their teacher read a verse from the Qurʾān, [read āyah with translation]. Then, his teacher said, "Sometimes, it's not enough to not help someone do a bad deed. Sometimes, you might be responsible for stopping the bad deed too, especially if you know that your words and actions could help." Reza felt like his teacher was looking right at him! He glanced over at Ahmed and Musa, who weren't paying attention. They respected him and he knew that if he said something, they might stop bullying others. Maybe Allah's trying to send me a message to not only not help them do bad deeds, but to stop them too, Reza thought.

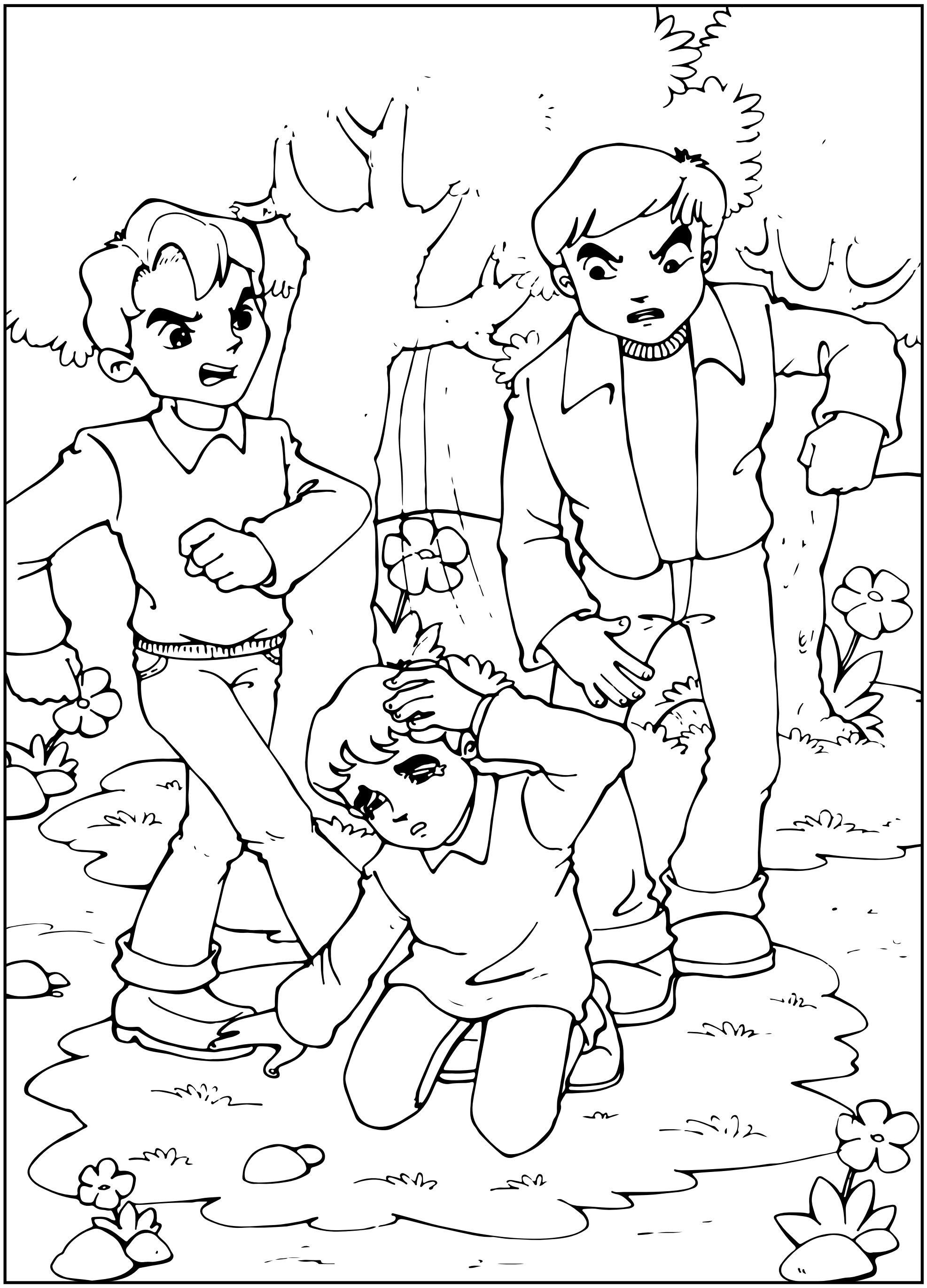
Later at lunchtime, a boy slipped and fell in a puddle! Ahmed and Musa laughed at the boy, who was almost in tears. Reza went over to the boy and gave him his hand to help him up. He turned to his friends, knowing that maybe he might lose his friendship with them but that it was his responsiblity to say soemething. "That was very mean! It's bad to bully others or hurt their feelings and Allah is watching! Shouldn't we try to do good deeds instead of bad ones?" Ahmed and Musa were speechless and looked very ashamed. They apologized to the boy for laughing, and Reza was happy because Allah was happy with him.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should make sure that we don't help others do bad deeds or commit sins!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

NOT HELPING EACH OTHER DO BAD DEEDS



And do not help one another in doing sins and bad actions

Sūrah al-Māʾidah, Verse 2
(5:2)

﴿وَ لَا تَعَاوَنُواْ عَلَى ٱلْإِثْمِ وَ ٱلْعُدْوَانِ﴾

Wa lā taʿāwanū ʿalal-ithmi wal-ʿudwān

Traffic Light Activity

Objective: Children will learn the harm of enabling others to do bad deeds.

Earlier, we learned about not helping each other do bad deeds. When we see someone doing a bad deed, we shouldn't join them in doing that bad deed. So what should we do instead? As Muslims, we are expected to do amr bil maʿrūf, or guide others to do good. This means that when wwe are going to do a good deed, such as praying ṣalāh, it is nice to encourage others to join us. Similarly, we should do nahī ʿanil munkar, or stop others from doing bad. If we see someone doing a bad deed, such as wasting, what are some things we can do? First, we should make sure it's a bad thing. Second, see if you can do something about it. If you ask them nicely, will they stop? Sometimes, you may need to ask someone older. Remember, the goal is to help someone, so we should be kind when we are talking to them. If you can't do anything to stop them, make duʿā for them.

When we all help each other in these ways, we minimize the bad deeds and increase the good, making our community and society a better place. Let's do an activity to determine which acts we should do and encourage others to do, and which acts we should not do and not help others to do.

Suggested Ages: 5+

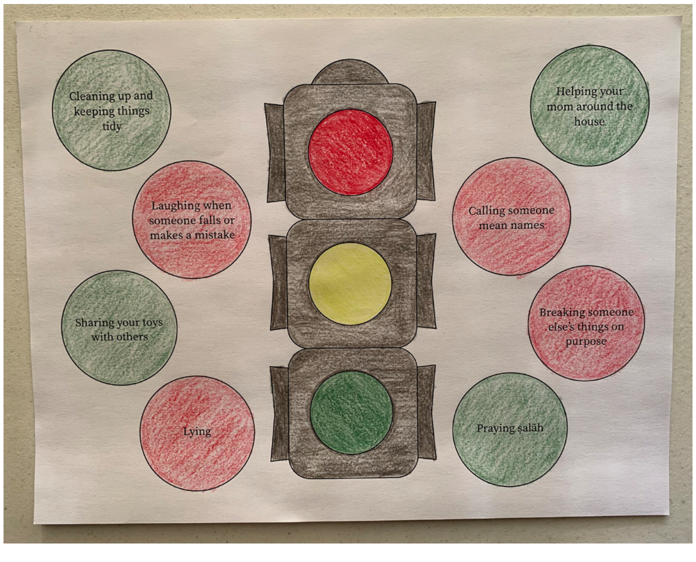
Time: 30 minutes

Materials:

- Traffic light coloring page
- Crayons/colored pencils

Procedure:

1. Color and decorate the traffic light however you like.
2. Look at the different deeds written in the bubbles. Which ones are good deeds and which ones are bad deeds?
3. Color the bubbles with the good deeds green, and color the ones with bad deeds red.
4. Remember: we should try to avoid the bad deeds and not help others do bad deeds either.

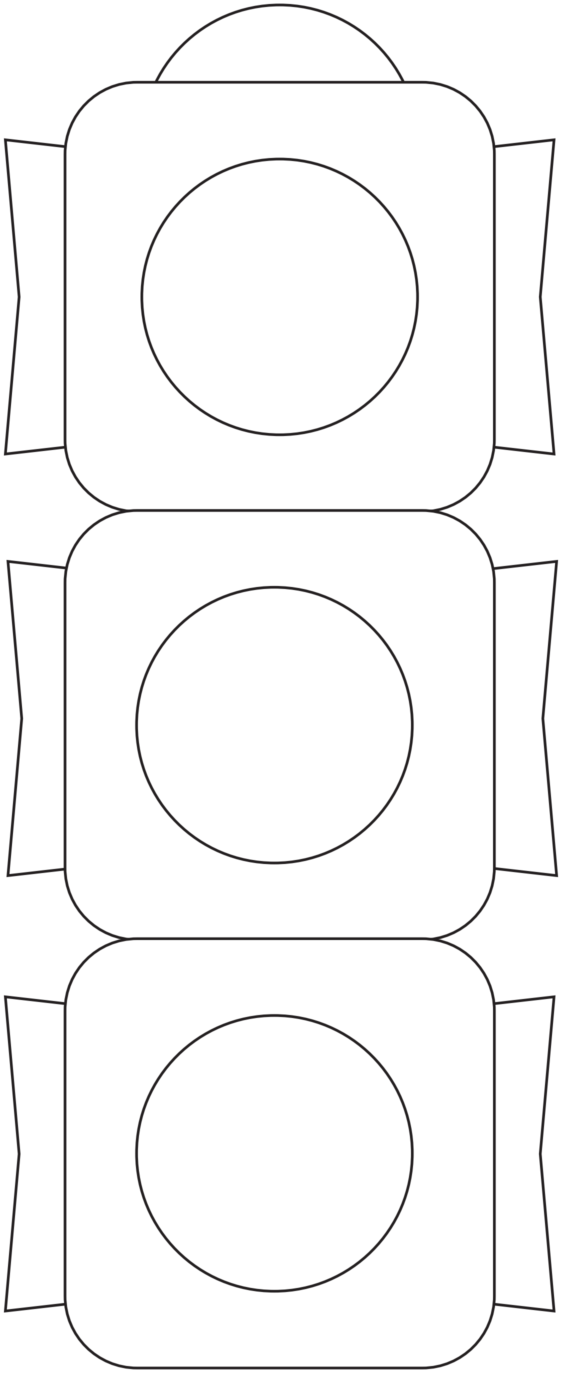

Cleaning up and keeping things tidy
Helping your mom around the house
Laughing when someone falls or makes a mistake
Calling someone mean names
Sharing your toys with others
Breaking someone else's things on purpose
Lying
Praying ṣalāh

Cleaning up and keeping things tidy

Laughing when someone falls or makes a mistake

Sharing your toys with others

Lying



Helping your mom around the house

Calling someone mean names

Breaking someone else’s things on purpose

Praying ṣalāh

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Lesson 3: Respecting Your Parents

(taken from Verses of Light Curriculum Lesson 48)

فَلَا تَقُلْ لَّهُمَا أُفٍّ وَّ لَا تَنْهَرْ هُمَا

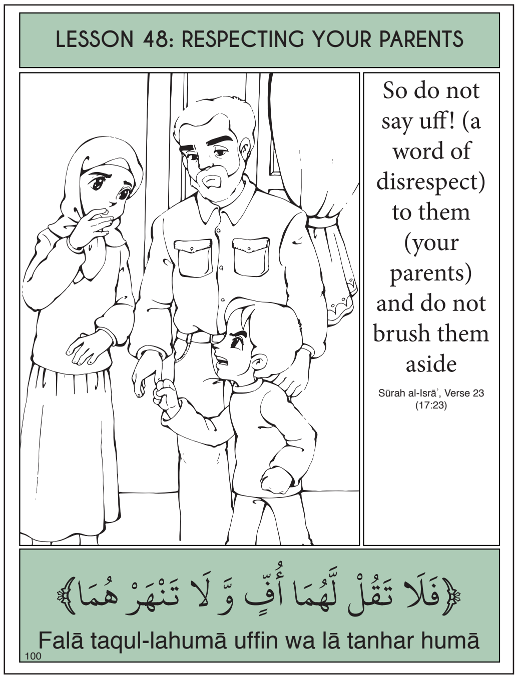
Transliteration: Falā taqul-lahumā uffin wa lā tanhar humā
Translation: So do not say uff! (a word of disrespect) to them (your parents) and do not brush them aside
Āyah Source: Sūrah al-Isrāʾ, Verse 23 (17:23)

OBJECTIVE

Students will learn how important it is to respect their parents. They will then memorize the āyah.

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about how to talk to our parents. How should and shouldn't we talk to them?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah what is Allah saying about how we shouldn't talk to our parents? Students will most likely answer, "To not say a word of disrespect to them!" Remind students that even saying "uff" is disrespectful.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 48: RESPECTING YOUR PARENTS

So do not say uff! (a word of disrespect) to them (your parents) and do not brush them aside

Sūrah al-Isrāʾ, Verse 23 (17:23)

﴿فَلَا تَقُلْ لَّهُمَا أُفٍّ وَّ لَا تَنْهَرْ هُمَا﴾

Falā taqul-lahumā uffin wa lā tanhar humā

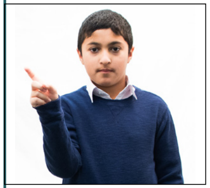
100

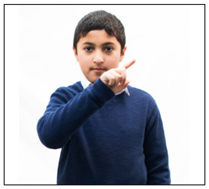
STEP 2: DISCUSSION

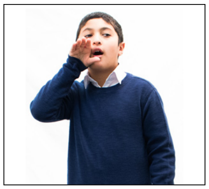
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah wants us to to have the best attitude toward our parents. Do you think Allah's happy with you when your parents are unhappy with you? No! But when your parents are happy with you, Allah is happy with you!
   - In this verse, Allah says that you shouldn't even say "uff" to your parents. It doesn't even have to be uff. Sighing, saying "ugh," or banging things out of anger and annoyance all displease Allah as well.
   - Imām as-Ṣādiq (ʿa) said that if there was a word even smaller than "uff," Allah would have used that word as an example and would say that you shouldn't even use that word.
   - Listening to and respecting your parents will open many doors of Allah's mercy and blessings for you!
   - Prophet Mūsā (ʿa) once asked Allah who his companion would be in Jannah. Angel Jabrāʾīl was sent to tell him that his companion would be a butcher who lived nearby. Prophet Mūsa (ʿa) went to this butcher's house who invited him for dinner. During dinner he saw this man taking care of his mother, feeding her bite by bite. She would say to him, "May Allah forgive you and place you in the company and in the rank of Prophet Mūsā (ʿa) in Paradise." Prophet Mūsā (ʿa) said, "O' Youth! I give you glad tidings; Allah has accepted your mother's prayers and Jabrāʾīl has informed me that you shall be my companion in Paradise!"

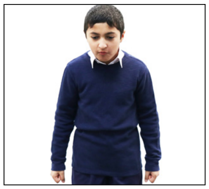
STEP 3: MEMORIZATION & HAND GESTURES

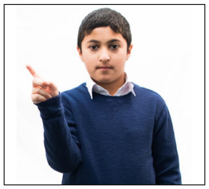
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to brush aside,' be sure to say the Arabic (tanhar humā) and translation (brush them aside) so that students can associate the sign with the Arabic word and English meaning.

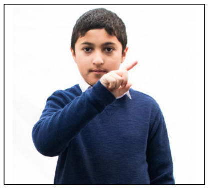

Make "No" with your finger (Falā - so do not)

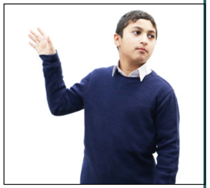

Make "No" with your finger (Falā - so do not)


Put one hand next to your mouth and pretend to talk (Taqul-lahumā - say a word of disrespect)


Uff with angry face (Uffin)


Make "No" with your finger (Wa lā - and do not)


Make "No" with your finger (Wa lā - and do not)


Pretend to brush aside (Tanhar humā - brush them aside)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

"Ammar, can you pick up your toys before we go?" Ammar's mother called out to him. He had to leave for Sunday school soon. "Ok, I'll do it," he replied and didn't get up. When his mother came in, she looked around and saw his toys were still spread out around the room. "Ammar, it's almost time to leave, can you please pick up your toys?" she asked again. "Ugh, okayyy," he responded, and got up to put them away. When he was done, he hopped in the car. Ammar's father, coming out with his arms filled with bags, asked him to help him carry them. "But I'm already in the car!" Ammar said sighing, as he got out to help.

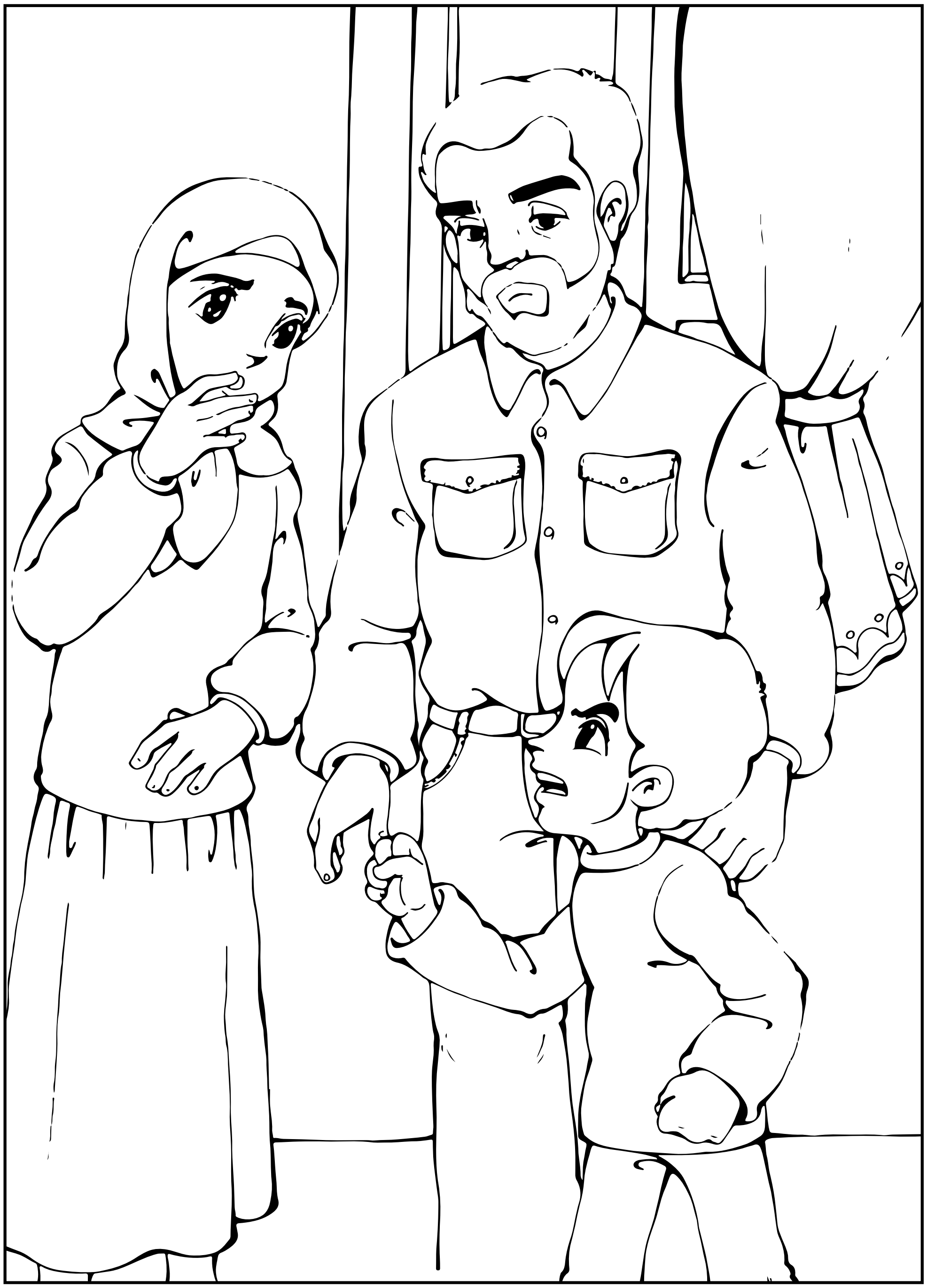
Later, in class, Ammar's teacher talked about respecting parents. "It's so important to respect your parents. Allah says that He doesn't accept good deeds from a person that disrespects their parents. What are some ways we can respect our parents?" The students took turns answering. "Helping them around the house!" "Cleaning up after ourselves!" Good thing I already do these things, Ammar thought. Then the teacher said, "All of these are correct, but it is also very important that we don't even say "uff" to our parents, which means you shouldn't say even the slightest disrespectful or negative thing to them." Now Ammar got worried, remembering that he said uff and sighed before reluctantly helping them. When Ammar got home, he ran up to his parents, gave them hugs, and kissed their hands. "I'm sorry for the times I got annoyed by you," he said. They both smiled and hugged him back. His parents were pleased with him and so was Allah!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should remember to never say "uff" to our parents, always respect them, and speak to them nicely no matter what!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

RESPECTING YOUR PARENTS



So do not say uff! (a word of disrespect) to them (your parents) and do not brush them aside

Sūrah al-Isrāʾ, Verse 23
(17:23)

﴿فَلَا تَقُلْ لَّهُمَا أُفٍّ وَّلَا تَنْهَرْهُمَا﴾

Falā taqul-lahumā uffin wa lā tanhar humā

Kind Words Kite

Objective: Children will learn how to respect parents and how they should speak to them.

There are many ways to show respect to others. One very important way is how we talk to others, the words we use and the way we say something. When we are talking to someone, we should be polite, use an appropriate tone of voice, and not say anything mean or rude. When should we talk like this to others? The answer is all of the time! Whether we are talking to our peers, those younger than us, or our elders, we should make sure we are being respectful.

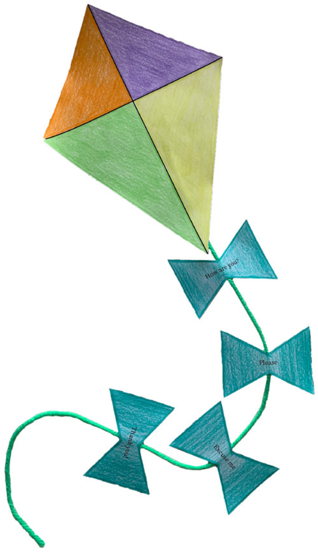
This is especially important when we are talking to our parents. Allah says we shouldn't even say "uff!" or any other expression that shows disrespect. So what are things we should and shouldn't say to our parents? Let's do an activity to learn what good things to say when speaking to our parents.

Suggested Ages: 5+

Time: 40 minutes

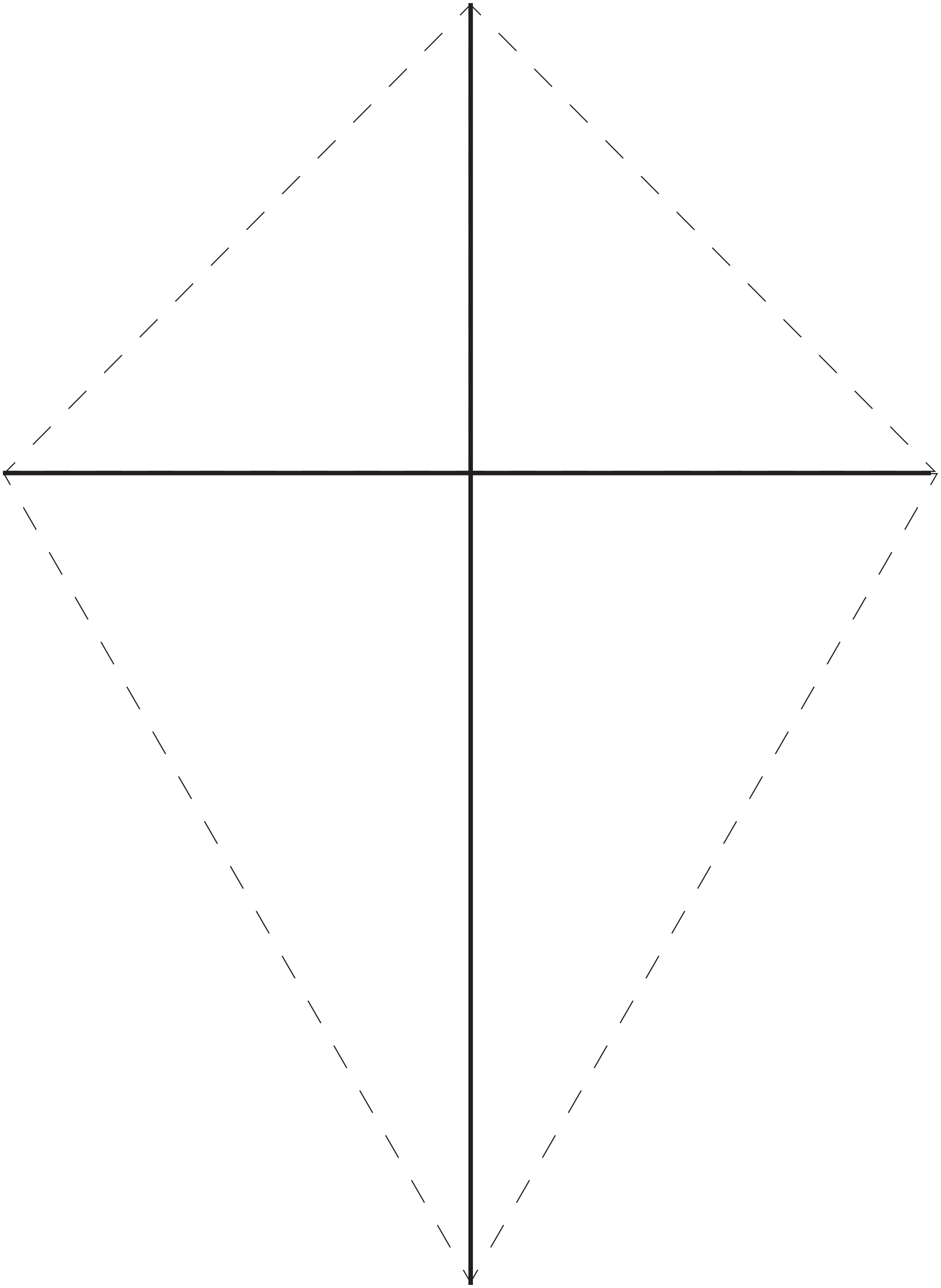
Materials:

- Kite template
- Crayons/colored pencils
- Scissors
- Glue/tape
- Yarn or ribbon



Procedure:

1. Color and decorate the kite image however you like.
2. Cut out the kite.
3. Look at the different words and phrases written in the bows. Which ones are nice and which ones are not nice?
4. Color the bows with the nice words, and cross out the other ones.
5. Cut out the colored bows.
6. Glue or tape the yarn or ribbon to the back of the kite. Be sure to leave enough yarn or ribbon below the kite.
7. Glue or tape the bows to the yarn or ribbon.



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How are you?

Please

Ugh!

Excuse me

Thank you!

That’s not fair!

Go away!

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Lesson 4: Kindness to Parents

(taken from Verses of Light Curriculum Lesson 2)

OBJECTIVE

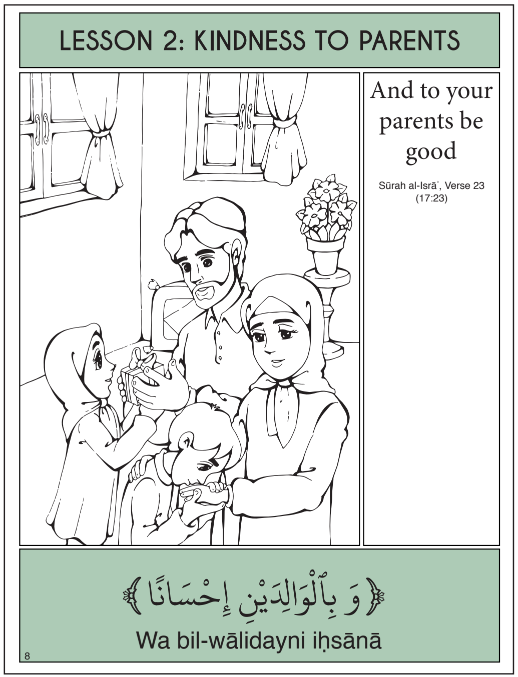
Students will learn about the importance of being kind to their parents. They will then memorize the āyah.

وَ بِٱلْوَالِدَيْنِ إِحْسَانًا

Transliteration: Wa bil-wālidayni iḥsānā
Translation: And to your parents be good
Āyah Source: Sūrah al-Isrāʾ, Verse 23 (17:23)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting the āyah and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about kindness today. What do you think kindness is? What does kindness look like and what are some examples?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture while you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who is Allah asking us to be especially kind to? Students will most likely answer, "Parents!" Praise correct responses.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 2: KINDNESS TO PARENTS

And to your parents be good

Sūrah al-Isrāʾ, Verse 23 (17:23)

﴿وَ بِٱلْوَالِدَيْنِ إِحْسَانًا﴾

Wa bil-wālidayni iḥsānā

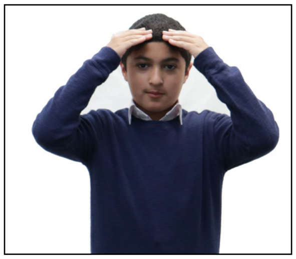
8

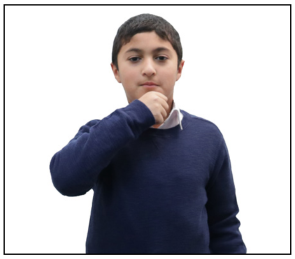
STEP 2: DISCUSSION

1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think kindness is important in Islam? What happens when we aren't kind to one another?
   - Why do you think Allah has asked us to be especially kind to our parents?
   - Allah loves us and takes care of us, so if we want to make Him happy with us, we should always listen to Him. He has told us to be good and kind to our parents and we should listen to Him because He knows best!
   - What are some ways we can be kind to our parents? Examples: help them with chores, do things before they have to ask, say ṣalām, make duʿā for them, kiss them, hug them, listen to them, be respectful, etc.
   - What are some ways we can be respectful to our parents? Examples - stand when they enter the room, wait for them to start eating before you do, etc.
   - Did you know that Allah rewards you for just looking at your parents with love? The Ahl al-Bayt (ʿa) have told us that the thawāb and rewards are like going for Hajj! (al-Āmālī al-Ṭūsī, P. 308)
   - We should always ask Allah to forgive our parents and give them a high place in Jannah. Ilāhī Āmīn!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘give two thumbs up,’ be sure to say the Arabic (Iḥsānā) and the translation (be good) so that students can associate the sign with the Arabic word and English meaning.


Make a hijab with your hands symbolizing mother (Wa bil-wālidayni - and to your parents)


Make a beard with your fist symbolizing father (Wa bil-wālidayni - and to your parents)

Give two thumbs up (Iḥsānā - be good)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day in class, Sarah and Muhammad learned about how Allah loves those who are kind to their parents and how much reward you get in Jannah for it! So the two siblings decided to do something nice for their parents. That afternoon, when Mama and Baba went grocery shopping, Sarah and Muhammad asked their loving grandparents to help them plan an exciting surprise. They made their parents sweet cards and cleaned the entire house, even their playroom! They also baked some yummy chocolate chip cookies with Grandma’s help. Grandpa helped them pack their cards nicely into a box and tie a beautiful bow on top. Boy, were Mama and Baba going to be surprised! They couldn’t wait for them to come home!

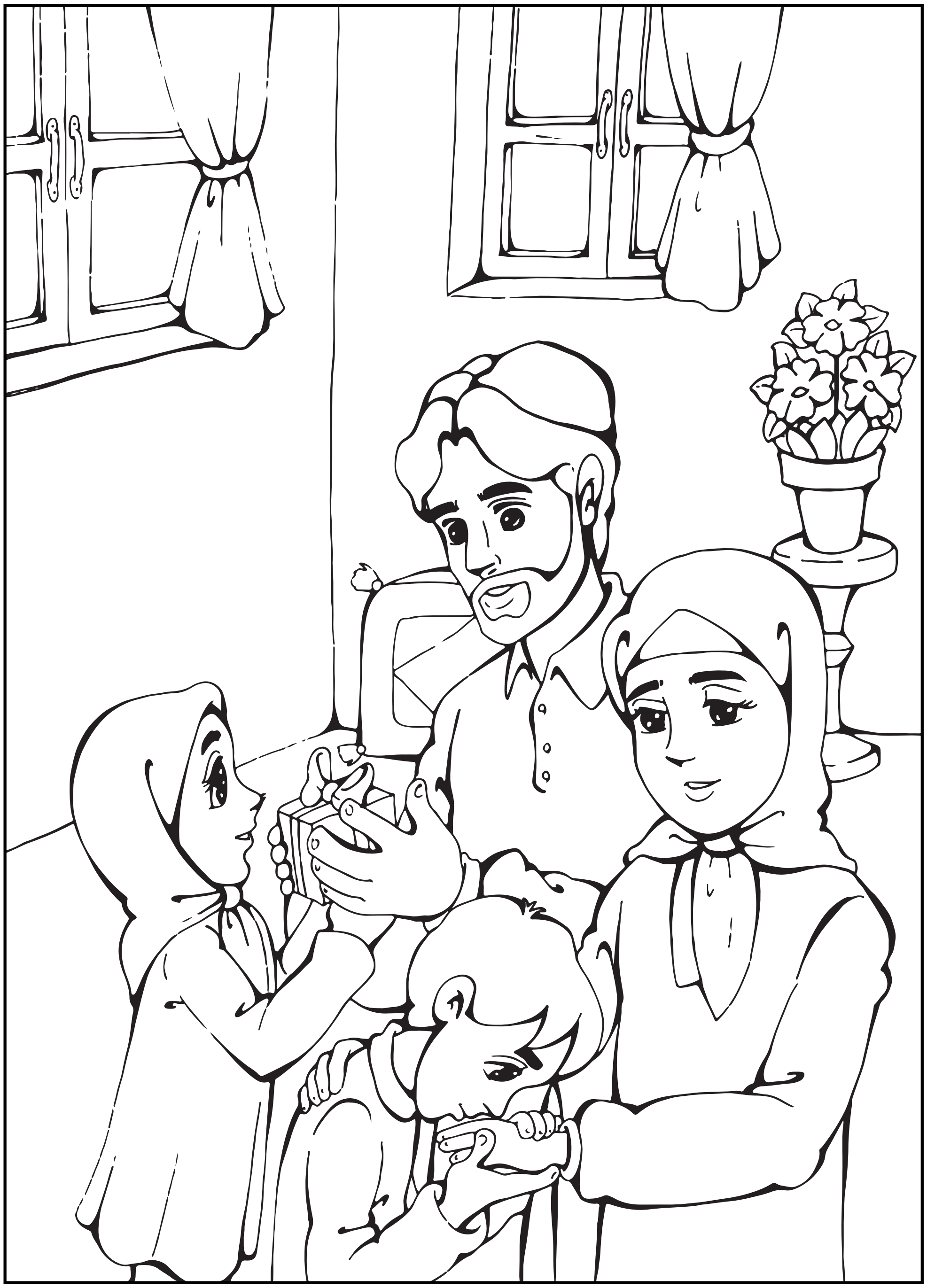
Ding Dong The bell rang! That was them! Sarah and Muhammad ran to the door and said, “Salāmun ʿalaykum Mama and Baba!” “ʿAlaykum salām! Wow, the house looks so clean! Mmm, it smells wonderful, too!” said Mama, her eyes shining with happiness. Muhammad kissed Mama’s hand while Sarah handed the cards to Baba. They had made their parents happy and earned Allah’s pleasure too!

We learned today that Allah says in the Qurʾān, [read āyah with translation]. We should always try to make our parents happy, which will make Allah happy too!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

KINDNESS TO PARENTS



And to your parents be good

Sūrah al-Isrāʾ, Verse 23
(17:23)

﴿ وَ بِٱلْوَالِدَيْنِ إِحْسَانًا ﴾

Wa bil-wālidayni iḥsānā

Kindness Bucket

Objective: Children will learn ways they can be kind to their parents.

Earlier we talked about how we should speak to our parents, what we should and shouldn't say to them in order to show them respect. Now that we have learned how to speak to our parents, what else can we do to show them respect? Well, we can be kind to them! In the Qurʾān, Allah has asked us to be good to our parents. This means thatw we should not just respect them, but show it through our actions.

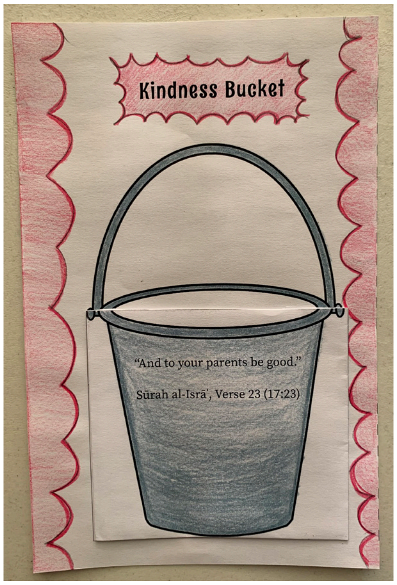
In the ayah, the word *iḥsānā* means doing goodness toward someone, even before they ask. So it is good to do things like picking up the dishes from the table, cleaning your room, and helping put away the groceries, before your parents ask you. What are some other things we can do to show them kindness? Today, we will make a "kindness bucket" where we can write down some ideas on how to show kindness to our parents.

Suggested Ages: 5+

Time: 40 minutes

Materials:

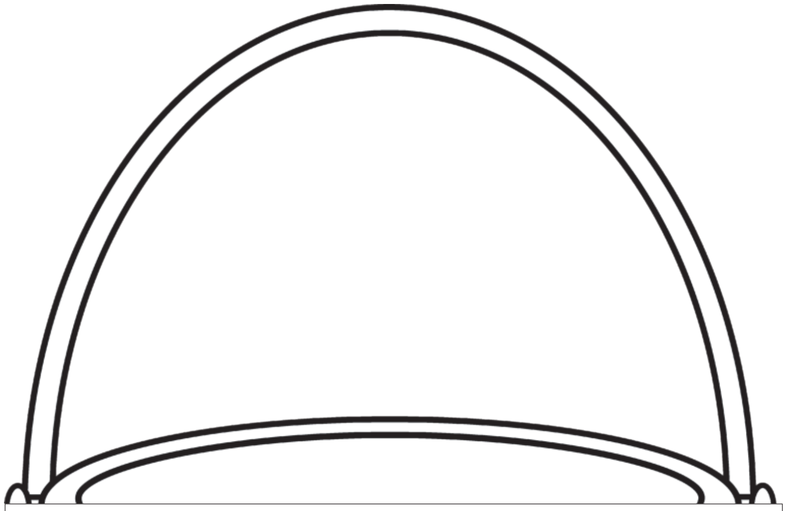
- Bucket template
- Blank piece of paper (any color)
- Crayons/colored pencils
- Scissors
- Glue/tape


Kindness Bucket
"And to your parents be good."
Sūrah al-Isrāʾ, Verse 23 (17:23)

Procedure:

1. Color and decorate the images however you like.
2. Cut along the dotted line. Put the "Kindness Bucket" part on the side.
3. Take the other part and fold it in half along the solid vertical line. Make sure the bucket image is on the outside.
4. Cut along the dotted line above the bucket image.
5. Fold the side edges closed by folding along the two lines on either side of the bucket image. This should make a pocket.
6. Glue or tape this pocket to the other half of the page where it says "glue pocket here."
7. Make smaller pieces of paper from the blank paper.
8. Think about some ways we can be kind to our parents. Write one on each small piece of paper.
9. Fold the small pieces of paper and keep them in the bucket. Whenever you need to think of something kind to do for your parents, you can check in the kindness bucket!

Kindness Bucket



glue pocket here

“And to your parents be good.”

Sūrah al-Isrāʾ, Verse 23 (17:23)

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Lesson 5: Speaking Kindly

(taken from Verses of Light Curriculum Lesson 12)

OBJECTIVE

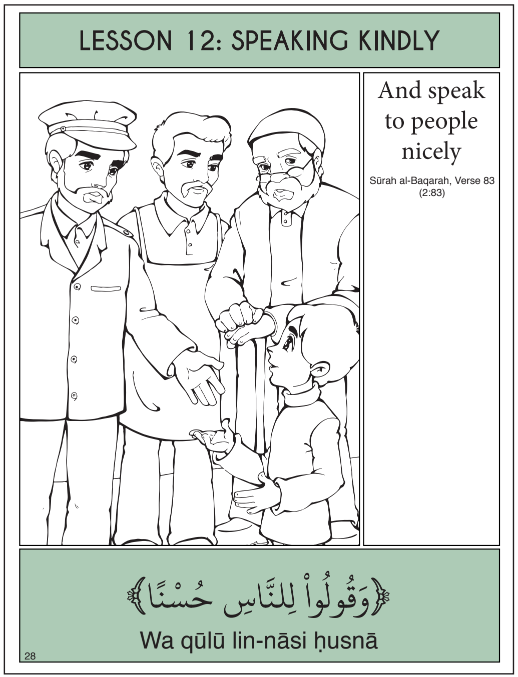
Students will learn about the importance of speaking to others nicely and kindly. They will then memorize the āyah.

وَقُولُواْ لِلنَّاسِ حُسْنًا

Transliteration: Wa qūlū lin-nāsi ḥusnā
Translation: And speak to people nicely
Āyah Source: Sūrah al-Baqarah, Verse 83 (2:83)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about speaking to each other in a kind and beautiful way. Why is it important to speak kindly to each other? What are some examples of speaking in a kind way?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how does Allah tell us to speak to one another? Students will most likely answer, "Nicely!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 12: SPEAKING KINDLY

And speak to people nicely

Sūrah al-Baqarah, Verse 83 (2:83)

﴿وَقُولُواْ لِلنَّاسِ حُسْنًا﴾

Wa qūlū lin-nāsi ḥusnā

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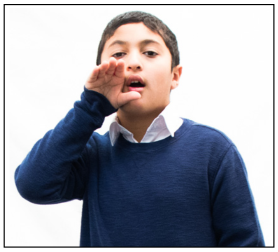
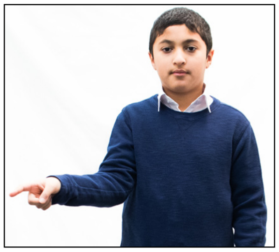
STEP 2: DISCUSSION

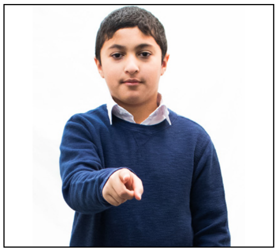
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - Sometimes, we want to do nice things for people, but we can't! We might not have the money, or maybe we don't have transportation. However, there is one nice thing that most of us can do anywhere and at any time: speaking nicely! What are some words that we can use when speaking to each other in a kind way? Why is this an important part of being a good Muslim?
    - What are some ways we can speak nicely? Examples - saying please and thank you, speaking with love, making requests gently, using a sincere tone. (Explain what a sincere tone is and demonstrate what it would sound like).
    - What are some ways we can use our body language to be nice? Examples - smiling, laughing, giving our friends handshakes or hugs, etc.
    - Even when people are mean or rude, we should try to respond to them in a nice manner. Take a deep breath and try to calm down before responding. Optional: make a T-chart of phrases that would be considered rude, and how the same thing could be communicated in a polite and respectful way.

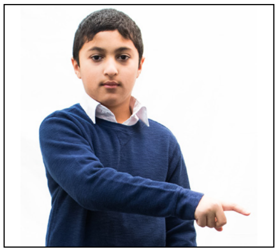
STEP 3: MEMORIZATION & HAND GESTURES

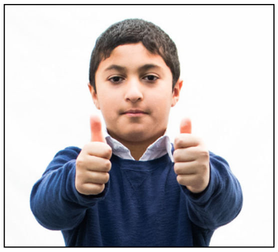
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘pointing to the people,’ be sure to say the Arabic (linnāsi) and translation (to people) so that students can associate the sign with the Arabic word and English meaning.


Put a hand next to your mouth and pretend to talk (Wa qūlū - and speak)


Point to people (Lin-nāsi - to people)


Point to people (Lin-nāsi - to people)


Point to people (Lin-nāsi - to people)


Two thumbs up (Ḥusnā - nicely)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Hasan was a boy who was very rude to everyone around him. At recess, he would yell at his friends for not saving the ball for him. At home, Hasan would complain about what was for dinner. “Not mac and cheese again - yuck!” His parents were very unhappy with his rude words. That night at bedtime, Hasan heard his father telling his little sister a story from the life of Imām Ḥasan (ʿa). The story went like this: There once was a man who was very rude to Imām Ḥasan (ʿa). Instead of responding in the same manner to the man, the Imām (ʿa) responded to him very politely. He asked the man if he was new in town, and if he needed a place to stay or food to eat. The man became very embarrassed and surprised at how kind the Imām was. He became a believer because of the Imām's amazing akhlāq! Subḥānallāh! Hasan listened carefully to the story the whole time and realized that Allah was probably very unhappy with him! He decided it was time to make a change to please Allah.

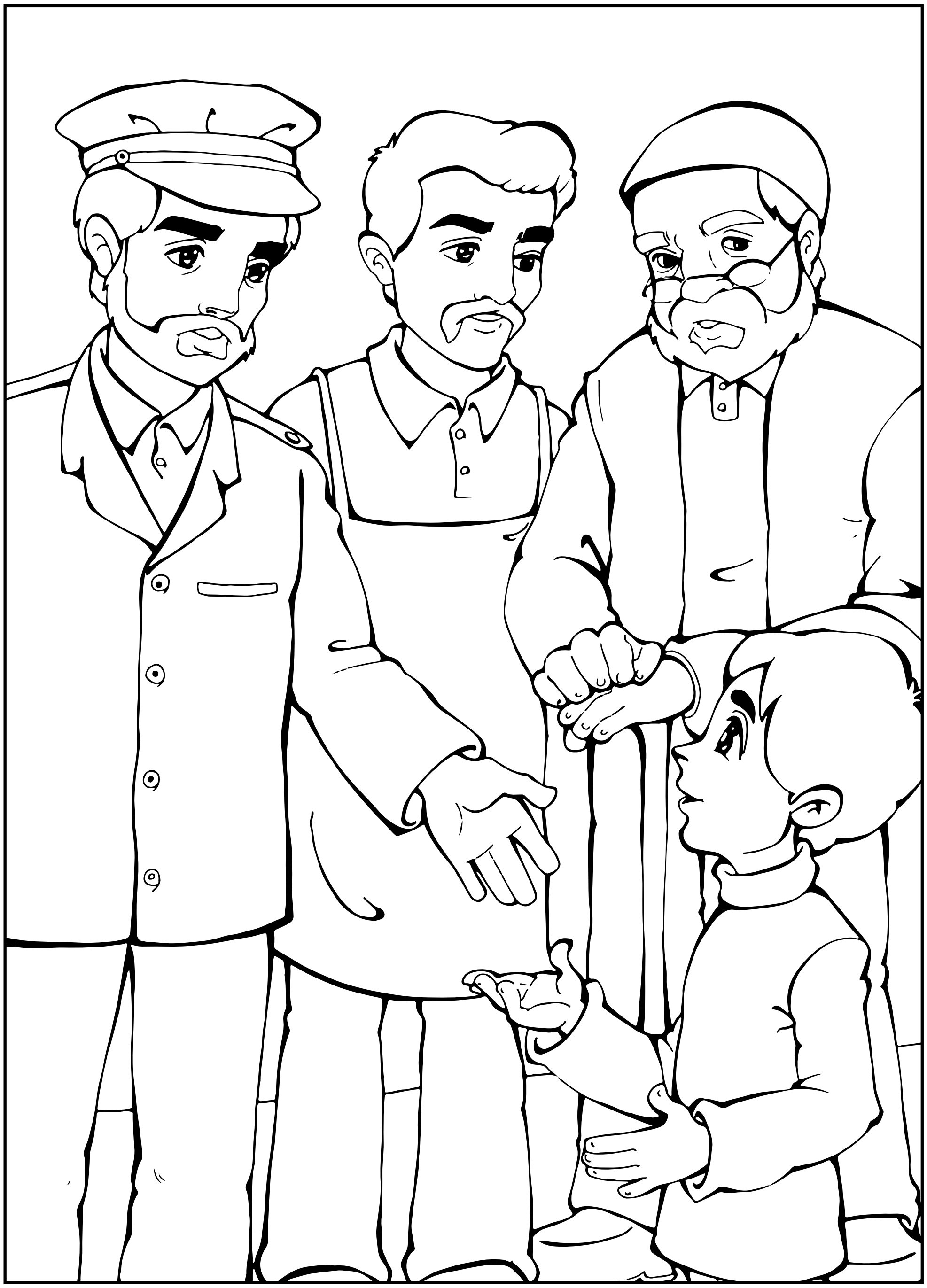
The next morning, Hasan greeted his father warmly and shook his hand with a smile. Then, he hugged his mom and thanked her for the delicious breakfast she made. His kindness was contagious! Soon, everybody was smiling and happy. He decided from that day on, he was going to live like the Prophet (ṣ) and his Ahl al-Bayt (ʿa) and speak kindly and beautifully to people, just as it says in the āyah!

We learned that Allah says in the Qurʾān [read āyah with translation]. We always want to speak kindly so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

SPEAKING KINDLY



And speak to people nicely

Sūrah al-Baqarah, Verse 83
(2:83)

﴿وَقُولُواْ لِلنَّاسِ حُسْنًا﴾

Wa qūlū lin-nāsi ḥusnā

Heart Puzzle

Objective: Children will learn about how they should speak to others.

As we have learned in the lesson, we should be aware of how we speak to others. It is important to speak kindly to others, and treat others with respect and kindness no matter how they treat us. Sometimes, we may come across people who are mean and rude to us, like that man in the story. However, we should be like Imām Ḥasan (ʿa), who didn't respond to the man the same way, but instead spoke kindly to the man. If we are too upset to say anything, the best thing to do is walk away from that person, anything to avoid saying something rude to them in anger.

What are some kind things we can say to each other? Today, we're going to do an activity that shows us how nice words and phrases can fill our hearts with kindness.

Suggested Ages: 5+

Time: 40 minutes

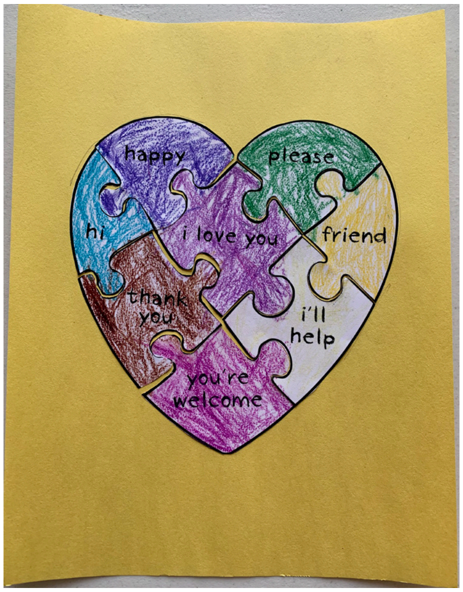
Materials:

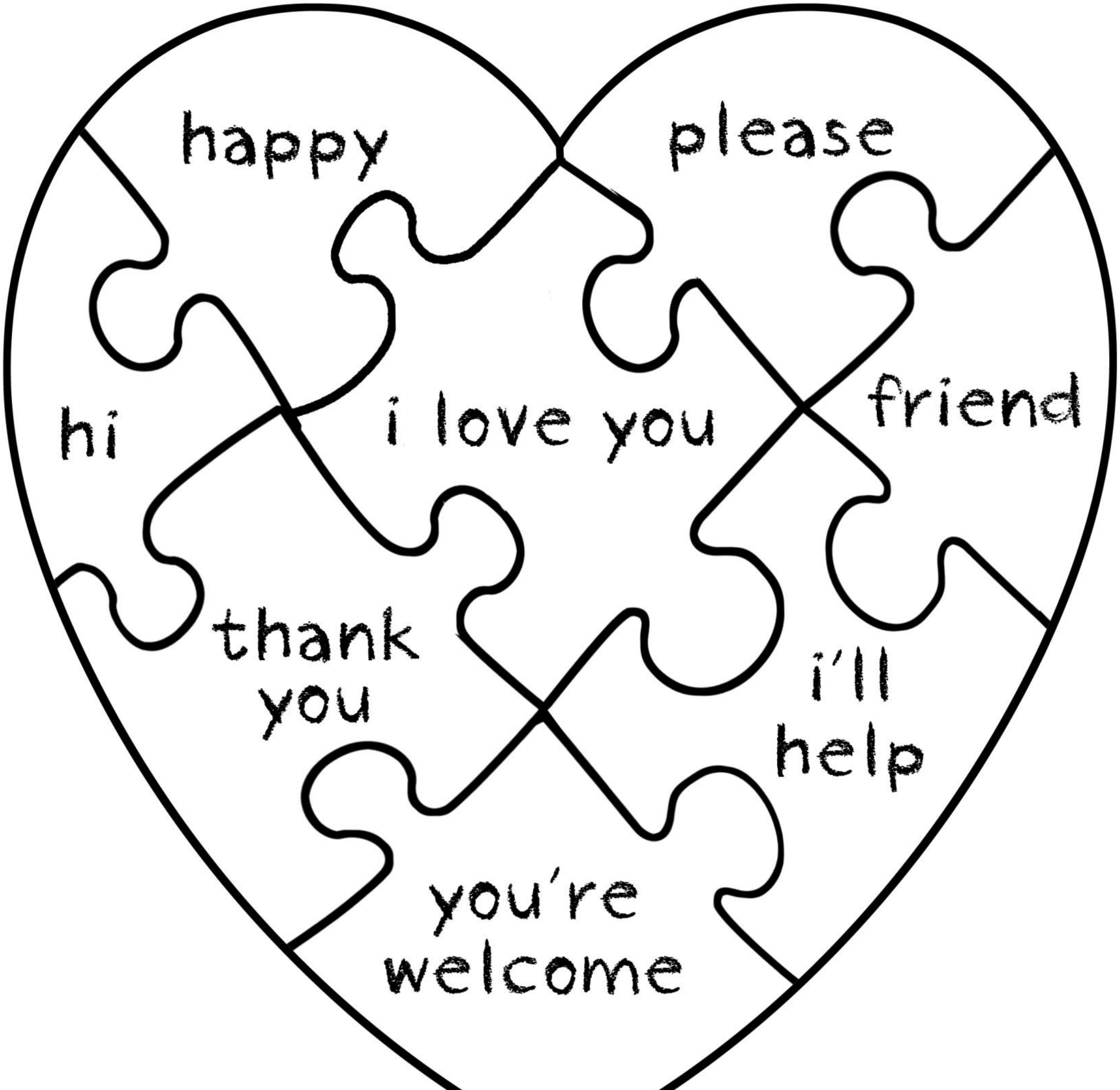
- Heart puzzle template
- Blank piece of paper (any color)
- Crayons/colored pencils
- Scissors
- Glue

Procedure:

1. Color and decorate the heart puzzle however you like.
2. Cut out all of the pieces of the puzzle by cutting along all of the lines.
3. Put the puzzle together and glue it onto the blank piece of paper.

craft from: http://www.ayearoffhe.net/




happy
please
hi
i love you
friend
thank you
i'll help
you're welcome

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Lesson 6: Cleanliness

(taken from Verses of Light Curriculum Lesson 6)

OBJECTIVE

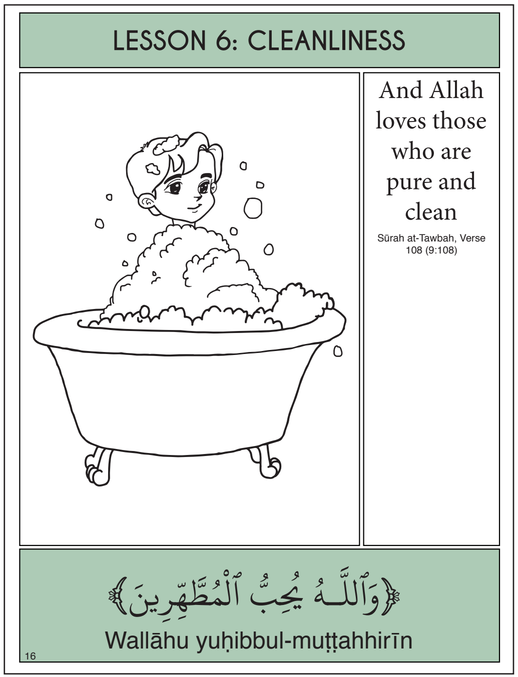
Students will learn about the importance of cleanliness in Islam. They will then memorize the āyah.

وَٱللَّهُ يُحِبُّ ٱلْمُطَّهِّرِينَ

Transliteration: Wallāhu yuḥibbul-muṭṭahhirīn
Translation: And Allah loves those who are pure and clean
Āyah Source: Sūrah at-Tawbah, Verse 108 (9:108)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about cleanliness today. Is it important for things to be clean? Why? What does it mean to be clean? What are some examples of cleanliness?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what kind of person does Allah say that He loves? Students will most likely answer, "a clean person!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 6: CLEANLINESS

And Allah loves those who are pure and clean

Sūrah at-Tawbah, Verse 108 (9:108)

﴿وَٱللَّهُ يُحِبُّ ٱلْمُطَّهِّرِينَ﴾

Wallāhu yuḥibbul-muṭṭahhirīn

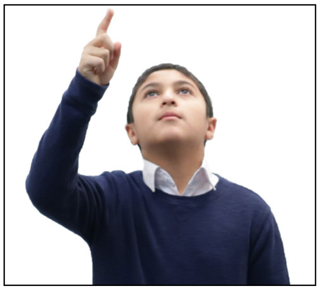
16

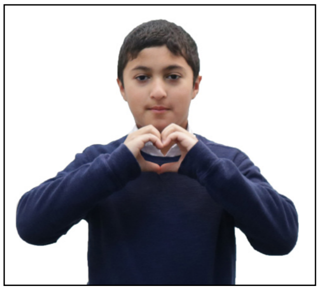
STEP 2: DISCUSSION

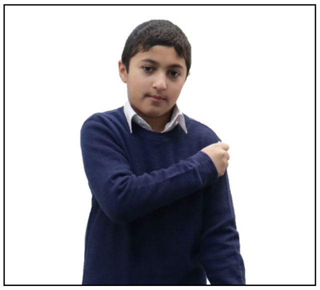
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Allah created us and takes care of us, so He knows what is best for us. And one of the things that is best for us is to keep ourselves clean! If we do this to make Him happy, not only will we be super clean, Allah will also reward us in Jannah!
   - What are some ways that we can be clean? Example - picking up our trash, washing our hands, taking a shower, wearing clean clothes, organizing our desk, putting away our things, etc.
   - Did you know whenever you wash your hands and shower, with the intention of doing it for Allah, you get thawāb for it? You can get so much thawāb for things you already do in your daily life!
   - Being physically clean is one part of cleanliness, but have you thought about the spiritual part? What are some examples? Examples - doing wuḍūʾ or ghusl, trying to avoid sins, obeying Allah, only eating ḥalāl food, etc.
   - What are some ways that Allah has asked us to be clean? Ex: taking a shower often (especially on Fridays), cutting our nails (on Fridays), putting on perfume, brushing our teeth, doing wuḍūʾ before praying, etc.
   - The Prophet (ṣ) and Ahl al-Bayt (ʿa) are role-models for us in cleanliness. The Prophet (ṣ) always washed his hands before and after eating and gave a lot of importance to brushing his teeth.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘pretend to wash yourself,’ be sure to say the Arabic (muṭṭahhirīn) and translation (those who are pure and clean) so that students can associate the sign with the Arabic word and English meaning.


Point and look up
(Wallāhu - and Allah)


Make a heart
(Yuḥibbul - loves)


Pretend to wash yourself
(Muṭṭahhirīn - those who are pure and clean)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Tahir was a very messy boy, who loved to play all day long. At school, he played in the sandbox, slid down the tallest slide, and looked for caterpillars in the grass. He didn’t wash his hands before or after eating lunch and would drop crumbs all over the floor. At home, when it was bath time, Tahir would run away, and his dad would have to chase him all over the house!

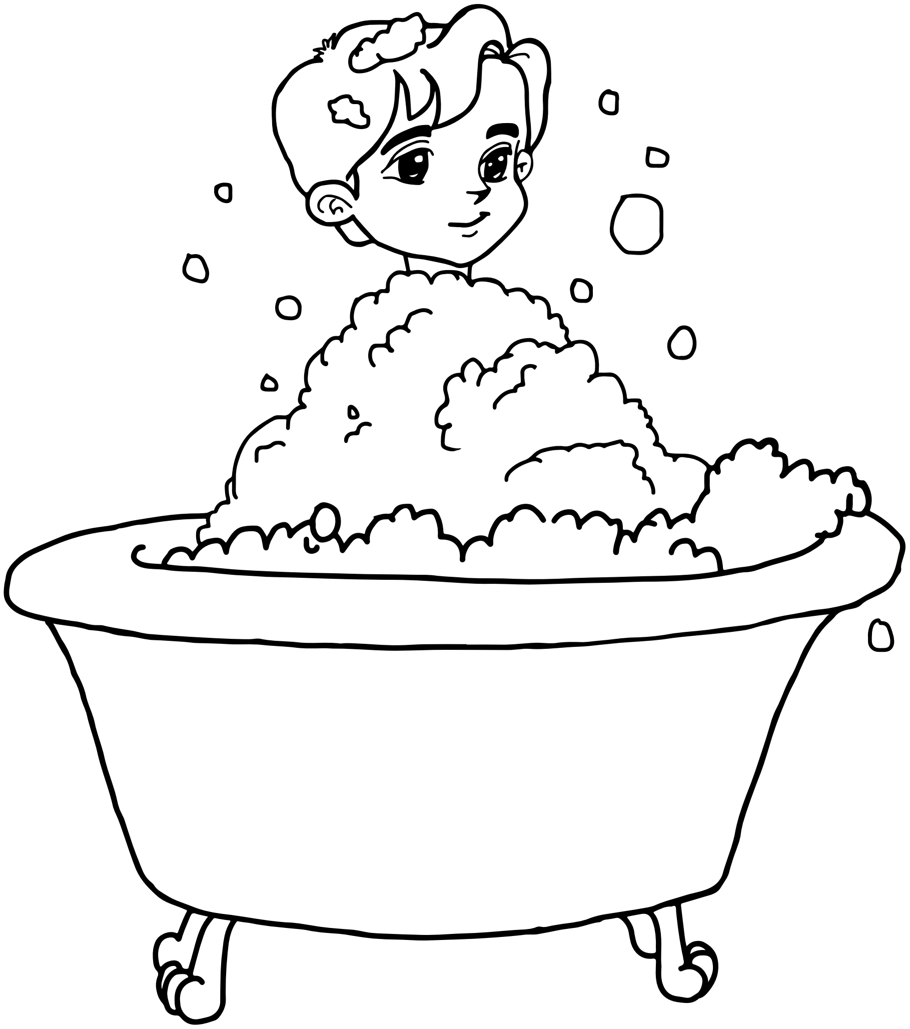
One day, a new student named Husain joined Tahir’s class. Husain was extremely neat and clean. He kept his backpack and desk organized, cleaned up his messes, and washed his hands before and after eating lunch. Tahir wondered why Husain did all these things. Wasn’t it a drag to have to clean all the time? Tahir decided to ask Husain why he kept everything so clean and tidy. Husain smiled and said, “Because if you don't wash your hands and clothes, germs can make you sick! Plus, I know that Allah loves it! In the Qurʾān, He says, [read āyah with translation]. Our Prophet (ṣ) and the Ahl al-Bayt (ʿa) liked cleanliness and told us we should be clean too.” Tahir thought hard. He didn’t realize that Allah also liked cleanliness. He thought just his parents liked cleanliness! Tahir loved Allah and the Prophet (ṣ) as well, so he wanted to be just like him. That night, when it was time for his bath, Tahir’s dad didn’t have to chase him. Tahir jumped happily into the bathtub and cleaned himself nicely so he could make Allah happy. This made his parents happy with him too!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to be clean so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

CLEANLINESS



And Allah loves those who are pure and clean

Sūrah at-Tawbah, Verse 108 (9:108)

﴿وَٱللَّـهُ يُحِبُّ ٱلْمُطَّهِّرِينَ﴾

Wallāhu yuḥibbul-muṭṭahhirīn

Cleanliness Waterfall Card

Objective: Children will learn about cleanliness and ways to stay clean.

Earlier in the lesson, we learned about the importance of being clean and how Allah loves it when we are clean. In the story, what did Husain say when Tahir asked him why he always stayed clean and organized? Husain told Tahir that not being clean can cause germs to make us sick, and that the Ahl al-Bayt (ʿa) liked cleanliness. They would always try their best to be clean and smell good. From this, we can see that being clean is not only good for our health and well-being, but also something that is a good deed and liked by Allah and the Ahl al-Bayt (ʿa).

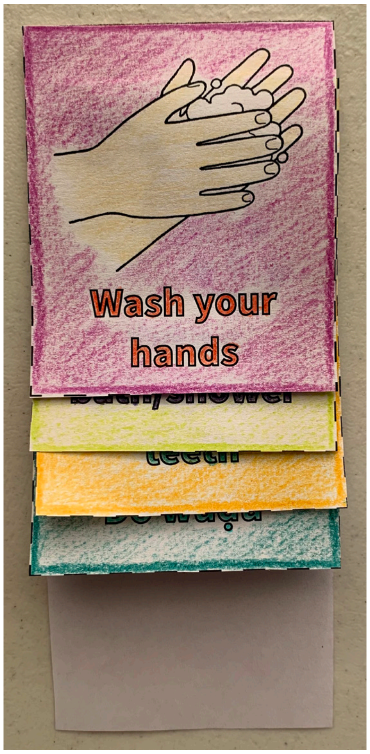
We also learned about the difference between being physically clean and spiritually clean. Being physically clean is good, but we should also make sure our soul is clean as well. What are some ways we can stay clean? Let's make a craft that can help us remember the different actions we can do to be physically and spiritually clean.

Suggested Ages: 5+

Time: 40 minutes

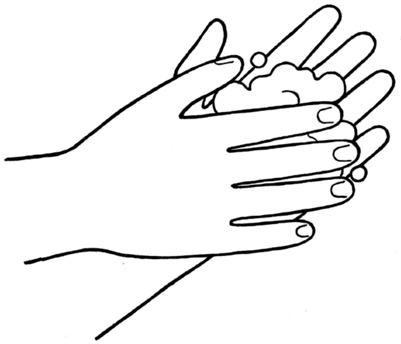
Materials:

- Waterfall card template
- Crayons/colored pencils
- Scissors
- Glue/tape

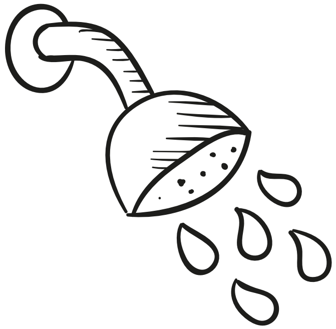


Procedure:

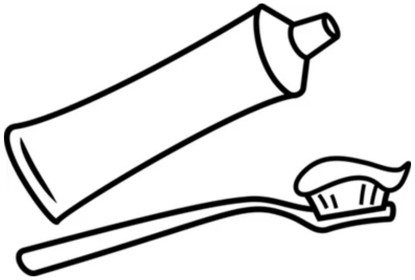
1. Color and decorate the images and template pieces however you like.
2. Cut out the 3 rectangles by cutting all along the outer dotted lines. Keep the smallest one labeled C on the side.
3. Cut out the 4 boxes with the pictures by cutting along the 3 dotted lines that separate the pictures. Put them on the side.
4. Take the last rectangle and fold along the solid lines in an accordion style fold.
5. Take one picture and glue the top of it on the spot labeled 1. Make sure the picture is facing up.
6. Glue the rest of the pictures the same way in the spots labeled 2, 3 and 4. Make sure the pictures are all facing up and are not upside down.
7. Fold the long rectangle such that the top of the 4th picture is at the top and the rest of the rectangle is folded behind the pictures.
8. Take the small rectangle labeled C and glue the middle of on the flap behind the last picture, where it says "glue rectangle C here."
9. Flip the whole thing over and glue the 2 straps of that small rectangle together. This will make a tab that keeps the two parts together.
10. Flip it over again with the pictures showing. Hold at the tab and pull the back rectangle. This should flip the pictures back to reveal the next picture.
11. You can also follow the steps in this video: https://www.youtube.com/watch?v=XfxVjUjAU90



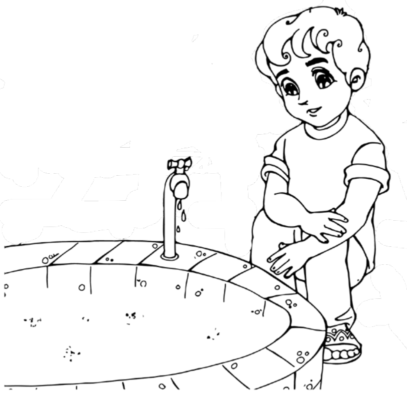
Wash your hands



Take a bath/shower



Brush your teeth



Do wuḍūʾ

C

4

3

2

1

glue rectangle C here

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Lesson 7: The Grace of Allah

(taken from Verses of Light Curriculum Lesson 3)

OBJECTIVE

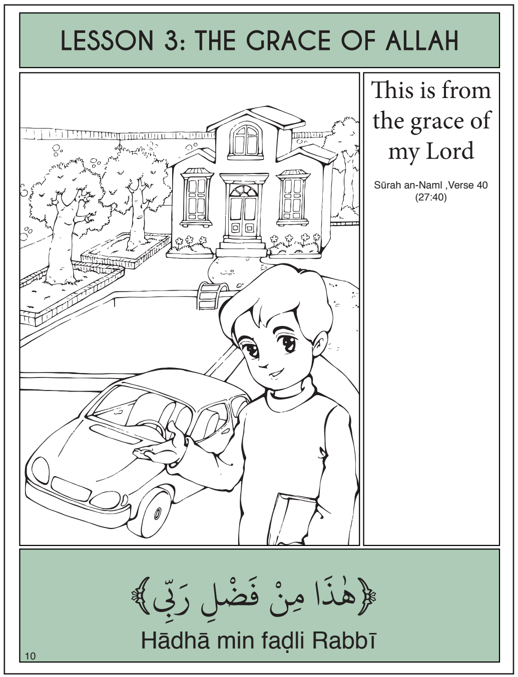
Students will learn that all good things come from Allah and that we should be thankful to Him. They will then memorize the āyah.

هٰذَا مِنْ فَضْلِ رَبِّي

Transliteration: Hādhā min faḍli Rabbī
Translation: This is from the grace of my Lord
Āyah Source: Sūrah an-Naml, Verse 40 (27:40)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** What are some things that you are thankful that you have? Who should you thank for these blessings?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** According to this āyah, where do all the good things in our life come from? Students will most likely answer, “From Allah!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 3: THE GRACE OF ALLAH

This is from the grace of my Lord

Sūrah an-Naml ,Verse 40 (27:40)

﴿هٰذَا مِنْ فَضْلِ رَبِّي﴾

Hādhā min faḍli Rabbī

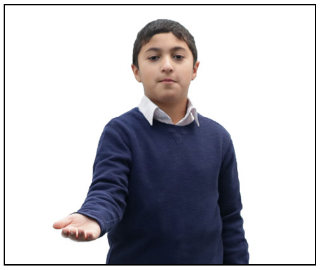
10

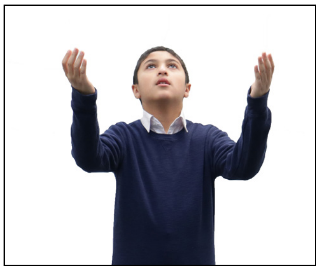
STEP 2: DISCUSSION

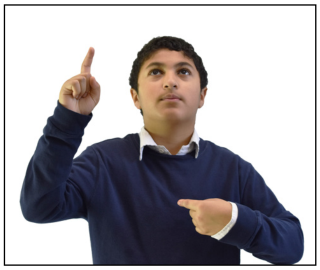
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some things that you might forget to be thankful for? Who gave you these things? Examples - water, food, oxygen to breathe, nature, our parents, friends, and family, etc.
   - Have you ever thought about how even your cool toys are from Allah? Does anyone know how? Examples - all the materials to make the toy came from Him, the strength, energy, and brain of the toy-maker were given by Him!
   - Remember, since Allah gave us everything we have, we should be humble about our skills and possessions. Just like He gave us everything, He can also take it away in a second! So we should never take the things we’re blessed with for granted.
   - Another big blessing is that Allah sent us people to guide us toward Him! He gave us the Prophets and Imāms so we can do the right things, get closer to Him, and get to Jannah inshāʾAllāh!
   - Did you know Allah gave Prophet Sulaymān (ʿa) all the treasures of the world? Even the birds and animals would listen to him! He would always recite this verse to remind himself that everything he had was from Allah.
   - Did you know that Allah promises us in the Qurʾān that when we thank Him, He will give us even more?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'hold hands in duʿā, looking up,' be sure to say the Arabic (Min faḍli) and translation (from the grace of) so that students can associate the sign with the Arabic word and English meaning.


Point to blessings
(Hādhā - this is)


Hold hands in duʿā and look up
(Min faḍli - from the grace of)


Point up and to self
(Rabbī - my Lord)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 3. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Sulayman was a very happy and thankful boy. He lived in a simple house with a small garden but had lots of friends from school to play with. However, Sulayman's parents did not have a car, so he had to walk 30 minutes to school and back each way, every single day. When it was very hot, Sulayman got very sweaty and tired by the time he reached home. He even had to carry his books on his back the whole time. Some days, he got so tired from walking that he would go straight to bed when he got home, forgetting all about his homework! However, Sulayman never complained and always thanked Allah for everything he had.

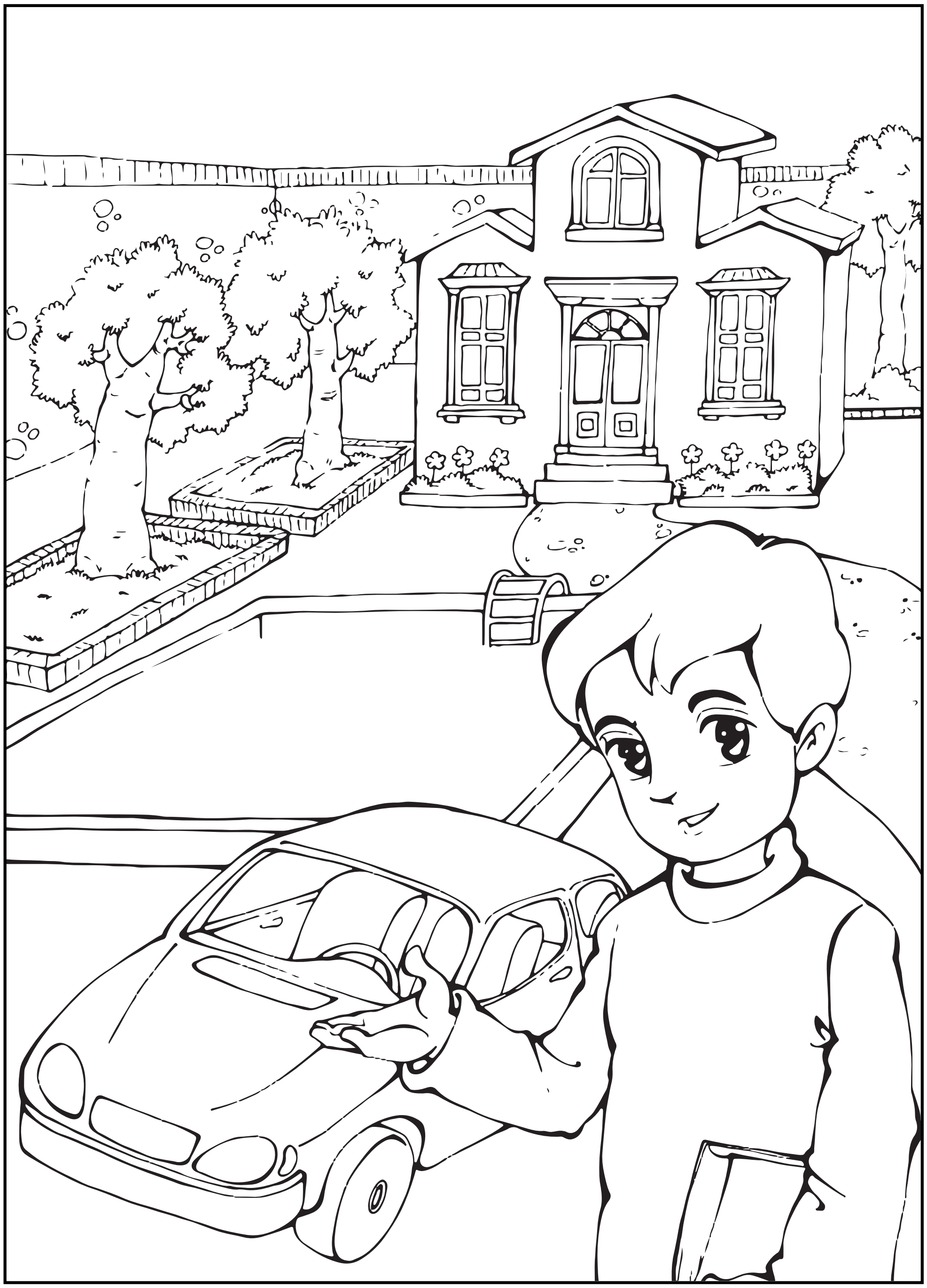
One day, Sulayman's Mama and Baba called him downstairs and said, "Allah has blessed us with another gift! We were able to put our money together and buy a car. Now we can drive you to school and you don't need to walk!" Sulayman was so happy! "Alḥamdulillāh! This is from the grace of my Lord!" he said. He thanked Allah for this gift and blessing.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. All the wonderful things in our lives come from Allah, and we should always remember to be thankful to Him.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

THE GRACE OF ALLAH



This is from the grace of my Lord

Sūrah an-Naml ,Verse 40
(27:40)

﴿هٰذَا مِنْ فَضْلِ رَبِّي﴾

Hādhā min faḍli Rabbī

Thank You Card

Objective: Children will learn about where everything they have comes from and who they should be thanking.

Earlier, we learned about how everything we have is from the grace of Allah. What does this mean? Well, it means that everything we have is because of Allah's kindness. We have talked a lot about our kindness to others in previous lessons. Think about Allah's kindness toward us. It is more than we can imagine! It is this kindness of Allah that we have all of these wonderful things, and are able to enjoy a comfortable life.

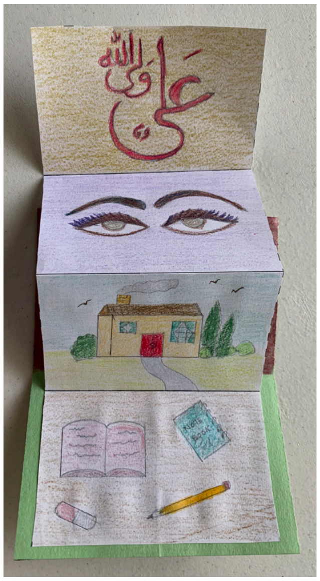
Alḥamdulillāh, there are so many things we have been given that we should be thankful for. Some things we don't even realize we have and forget to appreciate, like the air we breathe and our health. Today, we are going to make a craft that will show us some of the many things we should thank Allah for.

Suggested Ages: 5+

Time: 40 minutes

Materials:

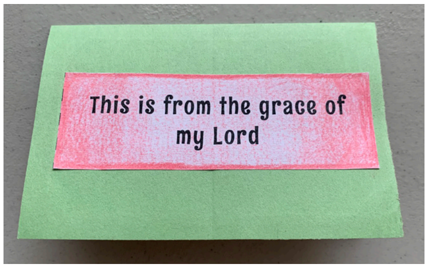
- Card template
- Colored paper
- Crayons/colored pencils
- Scissors
- Glue/tape



Procedure:

1. What things did Allah give you that you are thankful for? Draw each one in a box in the template.
2. Cut out the rectangle by cutting along the dotted lines.
3. Fold along the solid lines in an accordion style fold.
4. Cut out a card from the colored paper that is a little bigger than the folded rectangle.
5. Glue the back of the folded rectangle to the inside of the card.
6. Color and decorate the outside of the card however you like. You can cut out the verse translation and glue it to the front of the card.

Craft inspired by: https://www.youtube.com/watch?v=11vHnDguiZE



This is from the grace of
my Lord

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Lesson 8: Touch the Qurʾān Only When You're Purified

(taken from Verses of Light Curriculum Lesson 44)

OBJECTIVE

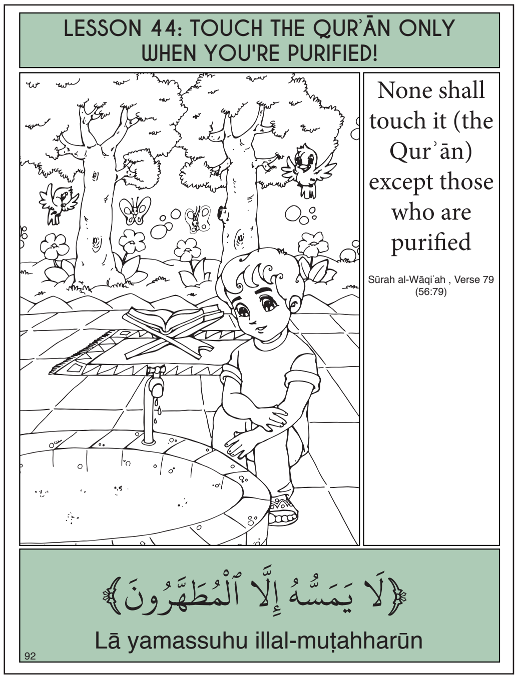
Students will learn how the Qurʾān requires a special purification before touching it. They will then memorize the āyah.

لَا يَمَسُّهُۥٓ إِلَّا ٱلْمُطَهَّرُونَ

Transliteration: Lā yamassuhu illal-muṭahharūn
Translation: None shall touch (the Qurʾān) except those who are purified
Āyah Source: Sūrah al-Wāqiʿah, Verse 79 (56:79)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about how you treat something that is special to you. Think of a time when you got an exciting or special gift. How did you treat it?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what does Allah tell you to do before touching the Qurʾān? Students will most likely answer, "Purify yourself!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 44: TOUCH THE QURʾĀN ONLY WHEN YOU'RE PURIFIED!

None shall touch it (the Qurʾān) except those who are purified

Sūrah al-Wāqiʿah , Verse 79 (56:79)

﴿لَا يَمَسُّهُۥٓ إِلَّا ٱلْمُطَهَّرُونَ﴾

Lā yamassuhu illal-muṭahharūn

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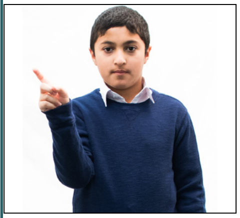
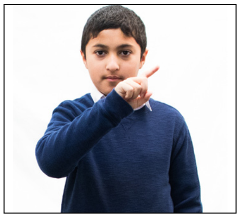
STEP 2: DISCUSSION

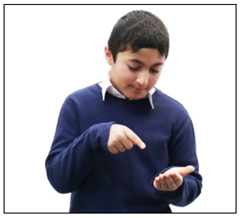
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - The Qurʾān is a very important and special book. Why do you think it's so important? The Qurʾān is a book filled with Allah's words. It is a guide from Him about how to reach Jannah! So it is definitely a special book and we should treat it with the utmost respect! What are some ways you can do this? Examples - reading it regularly and learning from it, doing wuḍūʾ before touching it, putting it in a safe place, etc).
   - Allah has made it wājib on us to touch the Qurʾān only with spiritual purity, like wuḍūʾ. It is such a special book that this spiritual purification is required before touching it. InshāʾAllāh by purifying our hearts and souls, we can understand and practice the things we learn in the Qurʾān. The more we do this, the closer we get to Jannah!
   - It's important to remember that one way to respect the Qurʾān is by reading it! If we just let it sit on a shelf and gather dust, what message are we sending to Allah about how much we respect His Noble Book? We should try to read it, understand what it is saying, and act upon it, to really show Allah how much we value the Noble Qurʾān.

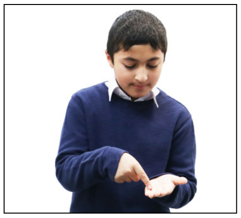
STEP 3: MEMORIZATION & HAND GESTURES

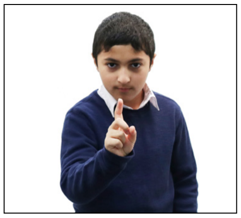
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘pretend to touch Qurʾān,’ be sure to say the Arabic (yamassuhu) and translation (touch the Qurʾān) so that students can associate the sign with the Arabic word and English meaning.

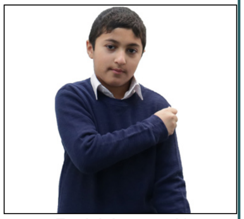

Make “No” with your finger
(Lā - none shall)


Make “No” with your finger
(Lā - none shall)


Pretend to touch Qurʾān
(Yamassuhu - touch (the Qurʾān))


Pretend to touch Qurʾān
(Yamassuhu - touch (the Qurʾān))


Point one finger
(Illal - except)


Rubbing self
(Muṭahharūn - those who are purified)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Jafar was playing with his toys when his grandmother came into the room. “It’s time for your Qurʾān lesson!” she reminded him. Jafar knew the drill, so he put his toys away, went to do wuḍūʾ and got the Qurʾān from the bookshelf. He brought it to his grandmother, who put on her ḥijāb.

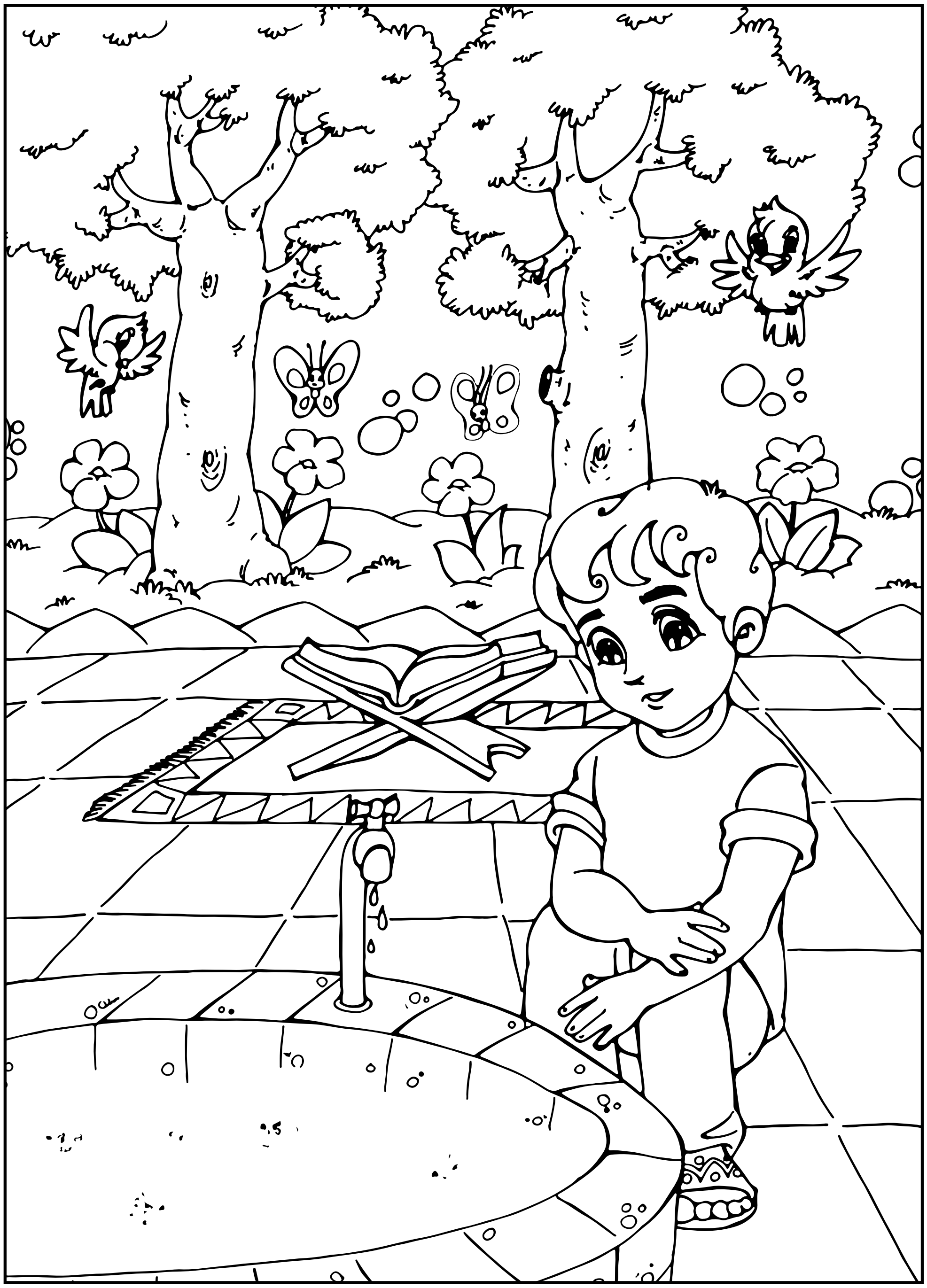
One day, Jafar asked his grandmother, "Why do I need to do wuḍūʾ before reading Qurʾān, even if I'm not touching the words?" His grandmother smiled and said, "These words are the words of Allah, so we have to treat this book and the words inside with as much respect as possible. This means we should only touch it when we are spiritually purified!" Jafar understood, but had a follow up question. "But what about if I'm not touching the words?" he asked. His grandmother replied, "It’s mustaḥab to only recite Qurʾān in a state of wuḍūʾ, and it brings so much more blessings when reading the Qurʾān! Wouldn't you want to read the special words of Allah in the most spiritually purified state possible?" Jafar nodded and understood now why his grandmother put her ḥijāb on every time they were about to read from this special book. And now that he knew how much better it was to read Qurʾān in a state of wuḍūʾ, he became much more excited to do wuḍūʾ before his lessons!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always be in a state of purity and do wuḍūʾ when reciting the Qurʾān.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

TOUCH THE QURʾĀN ONLY WHEN YOU'RE PURIFIED!



None shall touch it (the Qurʾān) except those who are purified

Sūrah al-Wāqiʿah , Verse 79
(56:79)

﴿لَا يَمَسُّهُ إِلَّا ٱلْمُطَهَّرُونَ﴾

Lā yamassuhu illal-muṭahharūn

Qurʾān Riḥl Craft

Objective: Children will learn about the importance of special purification and respecting the Qurʾān.

> Earlier, we learned about how we should do wuḍūʾ before touching the Qurʾān. When we are doing any form of worship, such as reciting the Qurʾān, it is good to make sure we are clean on the outside and inside. On the outside, we can wear clean clothes and bathe regularly, but what about on the inside? Well, wuḍūʾ is a special way to clean ourselves outside and inside, to become spiritually pure. As we wash ourselves, we are making a connection to Allah. There is even a special duʿā for wuḍūʾ where we ask Allah to keep us pure. That is why it is important for us to do wuḍūʾ before reading or touching the Qurʾān.
>
> What are some other ways we can treat the Qurʾān nicely and respectfully? One thing we should do is keep the Qurʾān on a high place, such as a bookshelf, and make sure other books are not on top of it. When we are reading it, we should not put it on the ground or near our feet. Sometimes, when we want to read from the Qurʾān, we use a *riḥl*, a special kind of raised platform or desk that the Qurʾān can be placed on. Today, we are going to make a paper riḥl craft to help remind us how to treat the Qurʾān.

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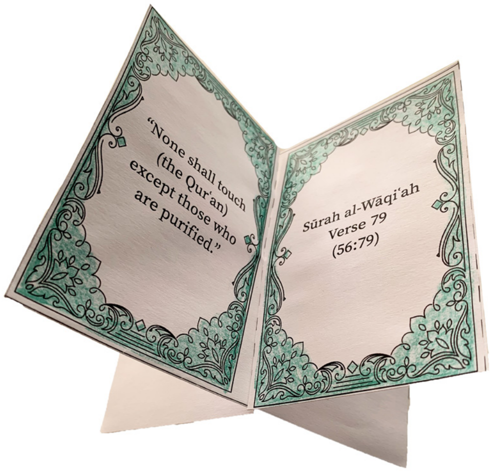
iḥSuggested Ages: 5+

Time: 40 minutes

Materials:

- Riḥl template
- Crayons/colored pencils
- Scissors
- Optional: cardboard and colored paper


"None shall touch (the Qur'an) except those who are purified."
Sūrah al-Wāqi'ah
Verse 79
(56:79)

Procedure:

1. Color and decorate the images of the template however you like.
2. Cut all along the outer dotted lines.
3. Cut the page in half widthwise by cutting along the dotted line.
4. Fold each part of the page in half along the solid line. Keep the side with the word "back" face down.
5. Glue the inside of that fold shut so that it won't open up. Make sure the images are showing.
6. Cut along the short dotted line. Be sure to not cut past where the dotted line ends.
7. Now, connect the two parts together at the short cuts, with the open book images on the same side. It should make an X shape.
8. Optional: you can use cardboard or colored paper to make the craft.

“None shall touch
(the Qurʾan)
except those who
are purified.”

Sūrah al-Wāqiʿah
Verse 79
(56:79)

back

back

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Lesson 9: The Qiblah

(taken from Verses of Light Curriculum Lesson 46)

OBJECTIVE

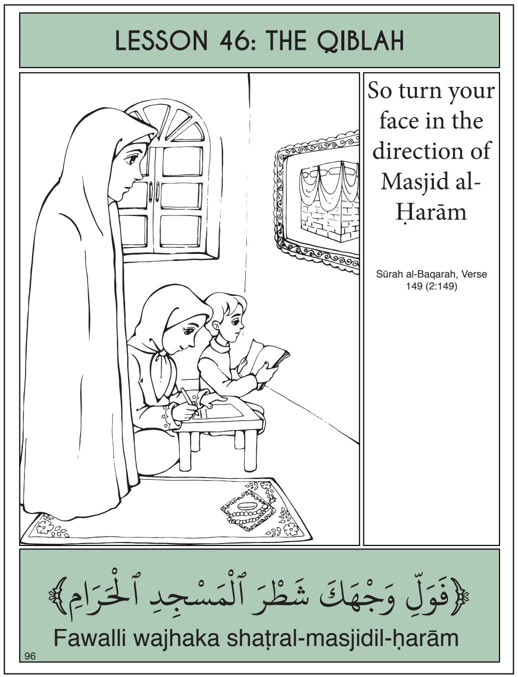
Students will understand the significance of facing the Kaʿbah when praying. They will also memorize the āyah.

فَوَلِّ وَجْهَكَ شَطْرَ ٱلْمَسْجِدِ ٱلْحَرَامِ

Transliteration: Fawalli wajhaka shaṭral-masjidil-ḥarām
Translation: So turn your face in the direction of Masjid al-Ḥarām
Āyah Source: Sūrah al-Baqarah, Verse 149 (2:149)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** When you speak to someone, is it important to face them to speak to them? How would your conversation go if you weren't looking at the person properly?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, where is Allah telling us to face for prayers? Students will most likely answer, "To the Kaʿbah!" Remind them that the Kaʿbah is located inside Masjid al-Ḥarām in Mecca.
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 46: THE QIBLAH

So turn your face in the direction of Masjid al-Ḥarām

Sūrah al-Baqarah, Verse 149 (2:149)

﴿فَوَلِّ وَجْهَكَ شَطْرَ ٱلْمَسْجِدِ ٱلْحَرَامِ﴾

Fawalli wajhaka shaṭral-masjidil-ḥarām

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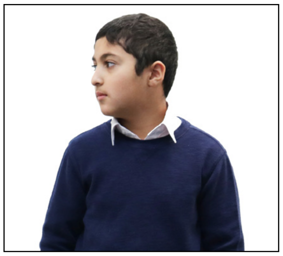
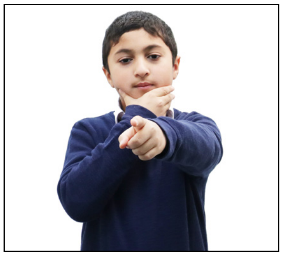
STEP 2: DISCUSSION

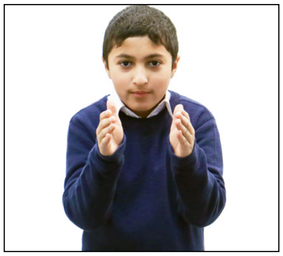
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Did you know that at the Beginning of Islam, Muslims used to face Bayt al-Muqaddas (al-ʾAqṣā Mosque) in Jerusalem to pray? This is the masjid where Prophet Muḥammad (ṣ) went up to Heaven from. Then, one day during Ẓuhr prayers. Allah ordered him to face the Kaʿbah, so the Prophet changed his direction in the middle of ṣalāh. Masjid al-Ḥarām, which surrounds the Kaʿbah, became the new qiblah for Muslims.
   - The masjid in which the Prophet was praying when Allah told him to change directions is called Masjid al-Qiblatayn, the Masjid with the Two Qiblahs. If you go to this masjid you can see the two directions the Prophet was facing.
   - What are some benefits of facing the Ka'bah? It makes the Muslim ummah more united when everyone faces the same direction to pray. It also helps us be organized in prayer, since we make straight lines for jamāʿah prayers!
   - Because it is so important to face the Ka'bah while praying, Muslims became interested in geography and designed many inventions that later led to the development of compasses and even the GPS that we use on our phones to help us navigate!

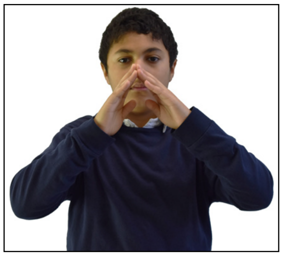
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘place two hands in front of you,’ be sure to say the Arabic (shaṭral) and translation (in the direction of) so that students can associate the sign with the Arabic word and English meaning.


Turn face
(Fawalli - so turn)


Hold one hand on your face and other pointing to the audience
(Wajhaka - your face)


Place two hands in front of you
(Shaṭral - in the direction of)


Make roof with hands
(Masjidil-Ḥarām - Masjid al-Ḥarām)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Rubab and Mustafa used to enjoy praying in their little ṣalah corner, but sometimes they had a hard time staying still! While praying with their mom, they would look around the room or fiddle with their hands. They noticed their mother was completely still, facing the direction of the Kaʿbah. After she was done, she told them, “Kids, how would you feel if while you were speaking to me, I kept looking around the room or doing other things?” Rubab and Mustafa said, “We wouldn’t like it! You should pay attention to us when we’re talking to you!” “Yes exactly,” their mother continued. “Just like that, during ṣalāh when you’re speaking to Allah, you should focus on Him, and face the Ka’bah. It makes your ṣalāh and connection to Him so much stronger! And wouldn’t you want Him to listen to you?”

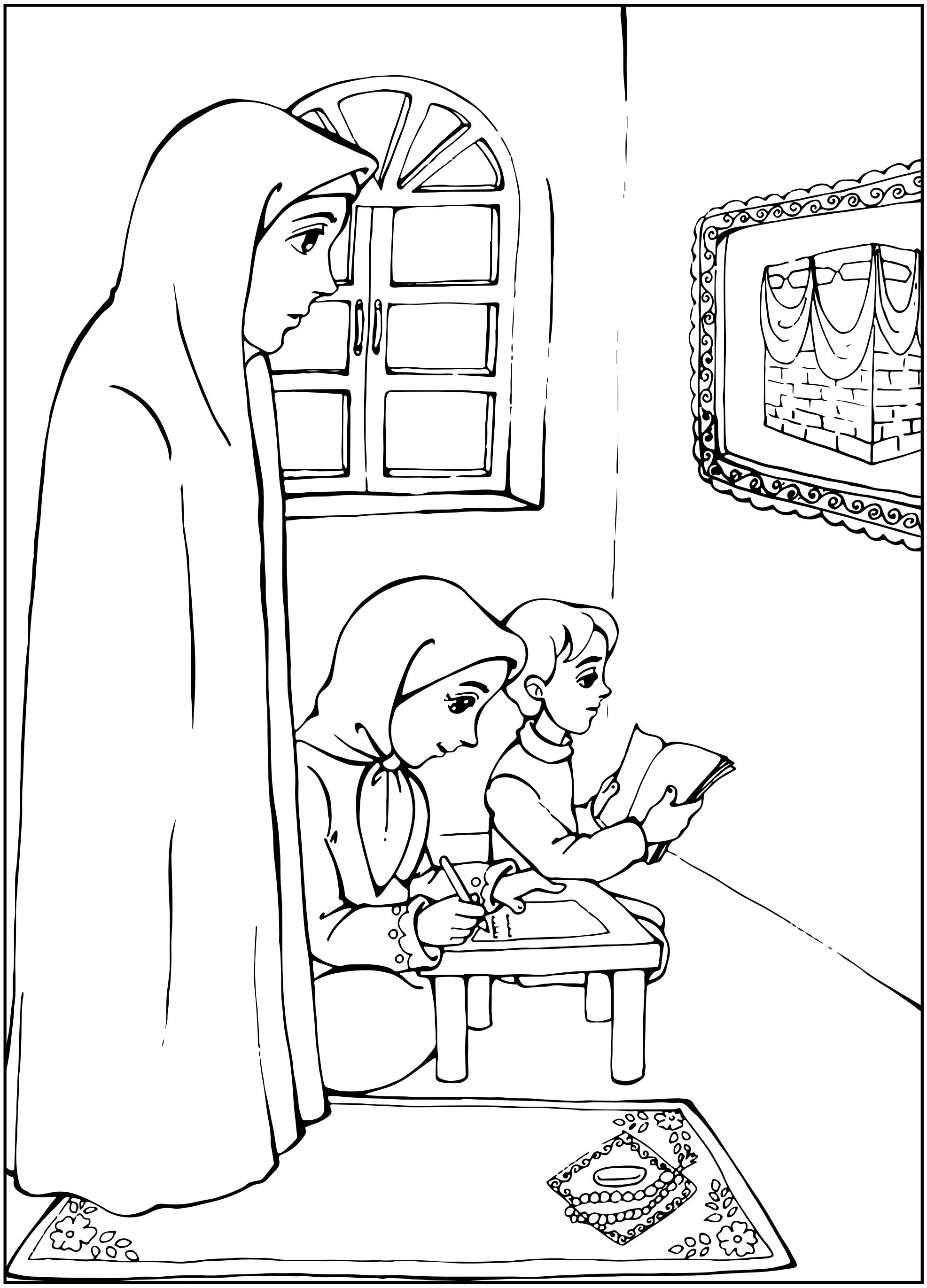
Rubab and Mustafa had so many duʿās and things to say to Allah. They really wanted Him to listen to them and be pleased with them. “Can we face the Kaʿbah when we do other things too?” Rubab asked? “Yes, of course! You should face the Kaʿbah when you do anything important, like reading the Qurʾān or doing your homework. That pleases Allah,” their mother replied. Rubab and Mustafa decided that they would make their ṣalāh corner also a reading corner, so they could read while facing the qiblah! They felt so happy because Allah was with them all the time. They also remembered to be extra good while facing the Kaʿbah!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always face the Kaʿbah when praying ṣalāh, and can face it when we do other things too!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

THE QIBLAH



So turn your face in the direction of Masjid al-Ḥarām

Sūrah al-Baqarah, Verse 149 (2:149)

﴿فَوَلِّ وَجْهَكَ شَطْرَ ٱلْمَسْجِدِ ٱلْحَرَامِ﴾

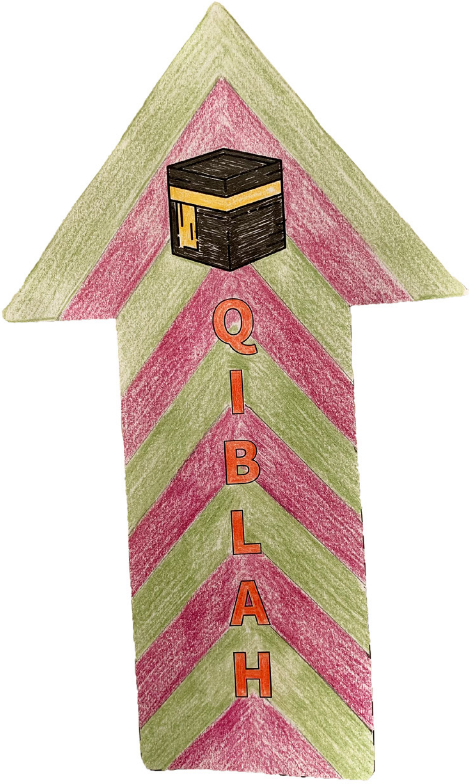
Fawalli wajhaka shaṭral-masjidil-ḥarām

Qiblah Arrow

Objective: Children will learn about the significance of the Holy Kaʿbah.

As we have learned, wthe direction we face when we pray ṣalāh is called qiblah. Facing qiblah helps us to stay organized and focused when we are doing any form of worship. What is the Kaʿbah and what is the significance of that place?

The Holy Kaʿbah, sometimes referred to as the House of Allah, is said to be a replica of a house in heaven called Bait ul-Maʾmūr. The masjid surrounding it is known as Masjid al-Ḥarām. It was built by Prophet Ibrāhīm and his son Prophet Ismāʿīl as a place of worship in the city of Mecca. People would gather from different cities and towns, and it became a central gathering place. Over time, idol worshippers kept their idols there and gathered there to worship them. When Prophet Muḥammad (ṣ) brought the teachings of Islam, the idols were removed. Today, Muslims from all over the world, face the Kaʿbah while praying and gather there for Ḥajj and umrah. Let's make a craft to help us remember which direction is qiblah.



Suggested Ages: 5+

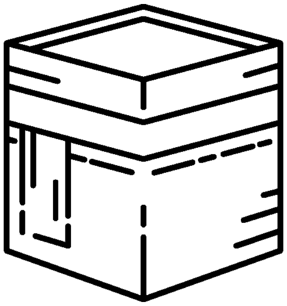
Time: 30 minutes

Materials:

- Arrow template
- Crayons/colored pencils
- Scissors

Procedure:

1. Color and decorate the template however you like.
2. Cut out the arrow by cutting all along the outer edge.
3. Get creative! You can use other materials to decorate your qiblah arrow.
4. You can hang or tape the arrow in your house to show which direction is qiblah.



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Lesson 10: Manners of Eating Food

(taken from Verses of Light Curriculum Lesson 45)

OBJECTIVE

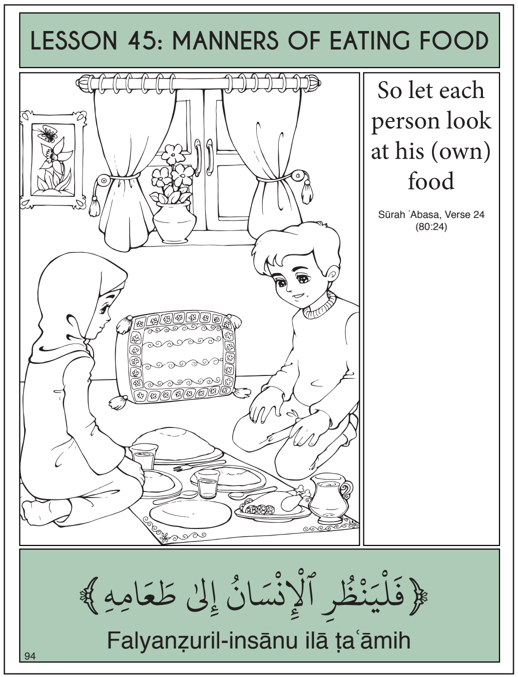
Students will learn the importance of food and having manners when eating. They will then memorize the āyah.

فَلْيَنْظُرِ ٱلْإِنْسَانُ إِلَىٰ طَعَامِهِ

Transliteration: Falyanẓuril-insānu ilā ṭaʿāmih
Translation: So let each person look at his (own) food
Āyah Source: Sūrah ʿAbasa, Verse 24 (80:24)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Food is a great blessing from Allah. What are ways we can have manners while eating food? What are ways that we may disrespect our food?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us regarding our food? Students will most likely answer, "To look at it!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 45: MANNERS OF EATING FOOD

So let each person look at his (own) food

Sūrah ʿAbasa, Verse 24 (80:24)

﴿فَلْيَنْظُرِ ٱلْإِنْسَانُ إِلَىٰ طَعَامِهِ﴾

Falyanẓuril-insānu ilā ṭaʿāmih

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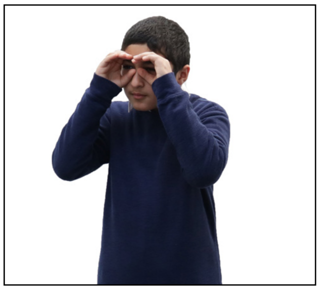
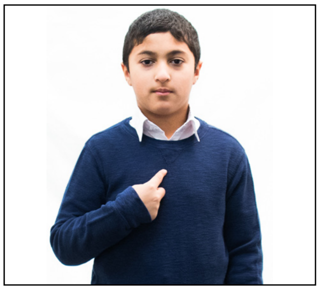
STEP 2: DISCUSSION

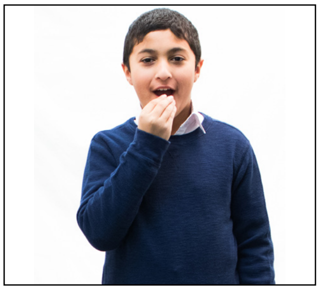
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think Allah is telling us to look at our food? Why might it be good to look at our food?
   - Allah wants us to be very grateful when we look at food and remember Him. Just think about how Allah makes food grow from the earth from teeny, tiny seeds! These seeds become rice, bread, vegetables, fruits, and so much more, which help us grow up to be healthy and strong, inshāʾAllāh.
   - Subḥānallāh, think about how perfect Allah's plan is, that we can grow food thanks to all the abundant resources He has given us! We must thank Him for all the blessings that allow us to sit down to a lovely dinner with our friends and families.
   - Do you think it's good manners to look at someone else's food? How does it feel when someone looks at your food? So remember, it's bad manners to stare at others' food—you should only look at your own while eating!
   - When you look at your food, you should think about Who gave it to you, where it came from, and how it helps you. While remembering Allah, don't forget to make sure that your food is ḥalāl!
   - Don't forget, just like our bodies, our souls need food too! Can you think of some ways to nourish your soul? Examples - reciting Qurʾān or duʿās, reading ṣalāh, listening to a scholar's speech, etc.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to eat with your hand,' be sure to say the Arabic (ilā ṭaʿāmih) and translation (food) so that students can associate the sign with the Arabic word and English meaning.


Make binoculars with hands
(Falyanẓuril - so let each person look at)


Point to your self
(Insānu - his (own))


Pretend to eat with your hand
(Ilā ṭaʿāmih - food)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Masooma was a very curious girl! She loved to ask questions about where things came from, how they came to be, and anything else she could learn! One day, she and her family were sitting down for dinner. Her parents reminded her and her brother Mohsin to say bismillāh before eating. Masooma was staring intently at her food. "What are you thinking about Masooma?" Mohsin asked. "I'm just wondering where all of these colorful foods come from!" she exclaimed. Their plates were filled with the delicious chicken stew her mom had made. "Carrots, peas, potatoes, pasta, chicken! And the salad has even more vegetables in it!" Masooma said.

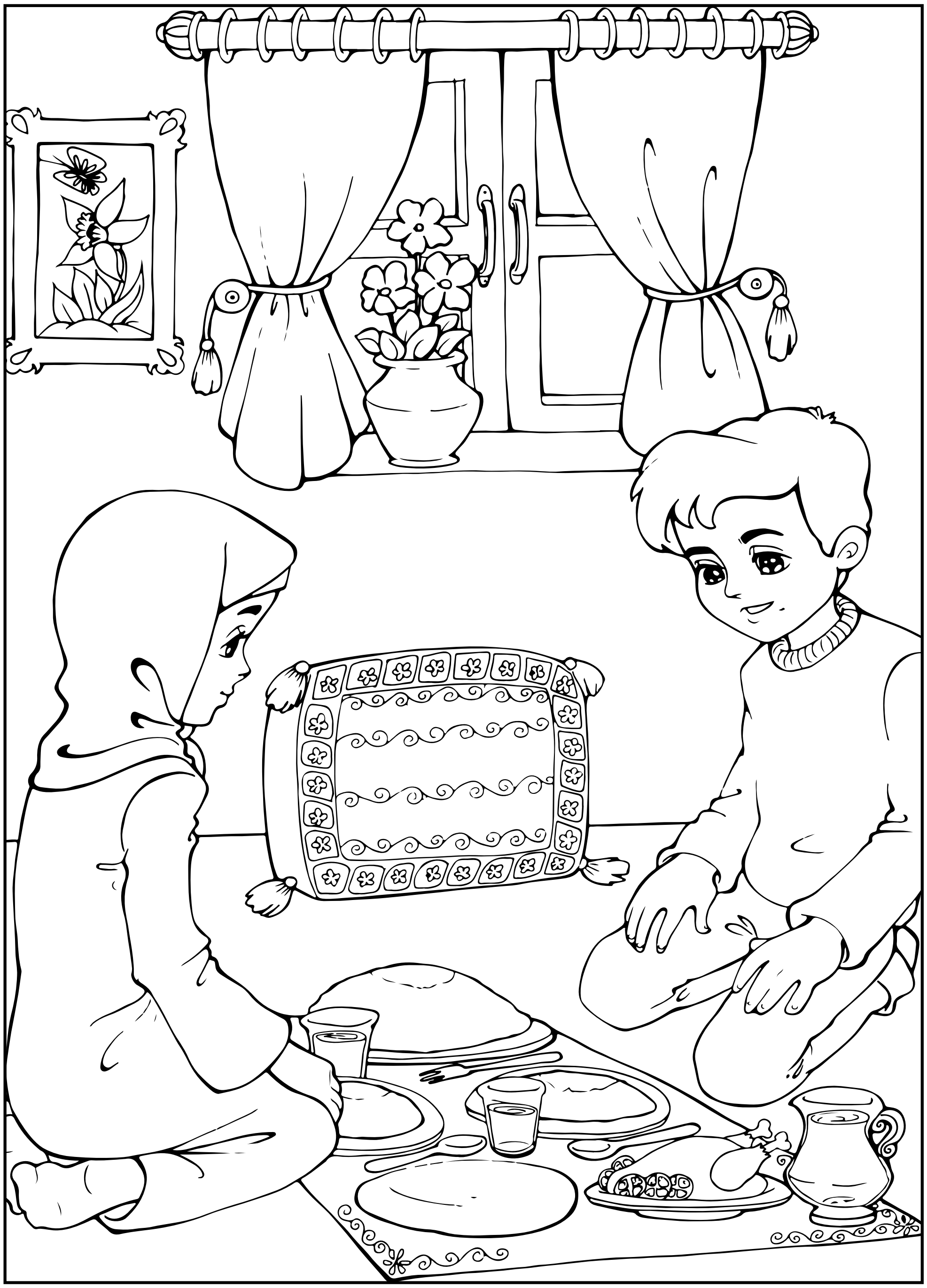
Her parents smiled. Her mother said, "It's wonderful that you are thinking about your food, Masooma. Did you know that carrots and potatoes grow under the ground, but peas grow above the ground? And chickens eat these vegetables too, so that they can become big enough for us to eat them! This is all Allah's perfect planning." Masooma's eyes got wider and wider. "So much to learn about all of these foods! I want to grow my own vegetables so I can see exactly where they come from!" she said excitedly. Her parents laughed. "Sure, but eat your stew first! And don't forget to thank Allah for all the blessings He has given us, allowing these to start off from tiny seeds and grow into big vegetables and plants so we have yummy food to eat!"

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always try to remember Allah when we look at our food and thank Him for all of our blessings.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

MANNERS OF EATING FOOD



So let each person look at his (own) food

Sūrah ʿAbasa, Verse 24
(80:24)

﴿ فَلْيَنْظُرِ ٱلْإِنْسَانُ إِلَىٰ طَعَامِهِ ﴾

Falyanẓuril-insānu ilā ṭaʿāmih

Dinner Plate Craft

Objective: Children will learn about appreciating the food they eat and enjoy.

We just learned about the manners of eating and how we should look at our food. What should we think about when we look at our food? The first thing we should do is thank Allah for giving us the yummy food that we enjoy. If we begin our food with bismillāh and make an intention to have energy to do good deeds, then you will get lots of reward also. Another thing we should think about is where our food comes from. Allah provides for everyone, but where did the food come from? It came from the store, and before that, someone grew it on a farm. Thinking about all of this helps remind us of all of the effort that goes into producing the food. In return, we can pray for those who work hard to get the food to us and maybe thank them in some way.

So why is it important to think about where our food comes from? The main reason is that we should be thankful for what we have and appreciate that it came to us because of someone else's effort. Let's make a craft that will help remind us to look at our food and be thankful for it.

Suggested Ages: 5+

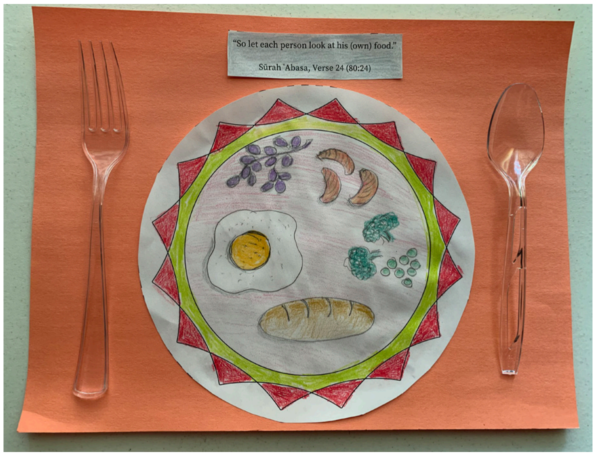
Time: 40 minutes

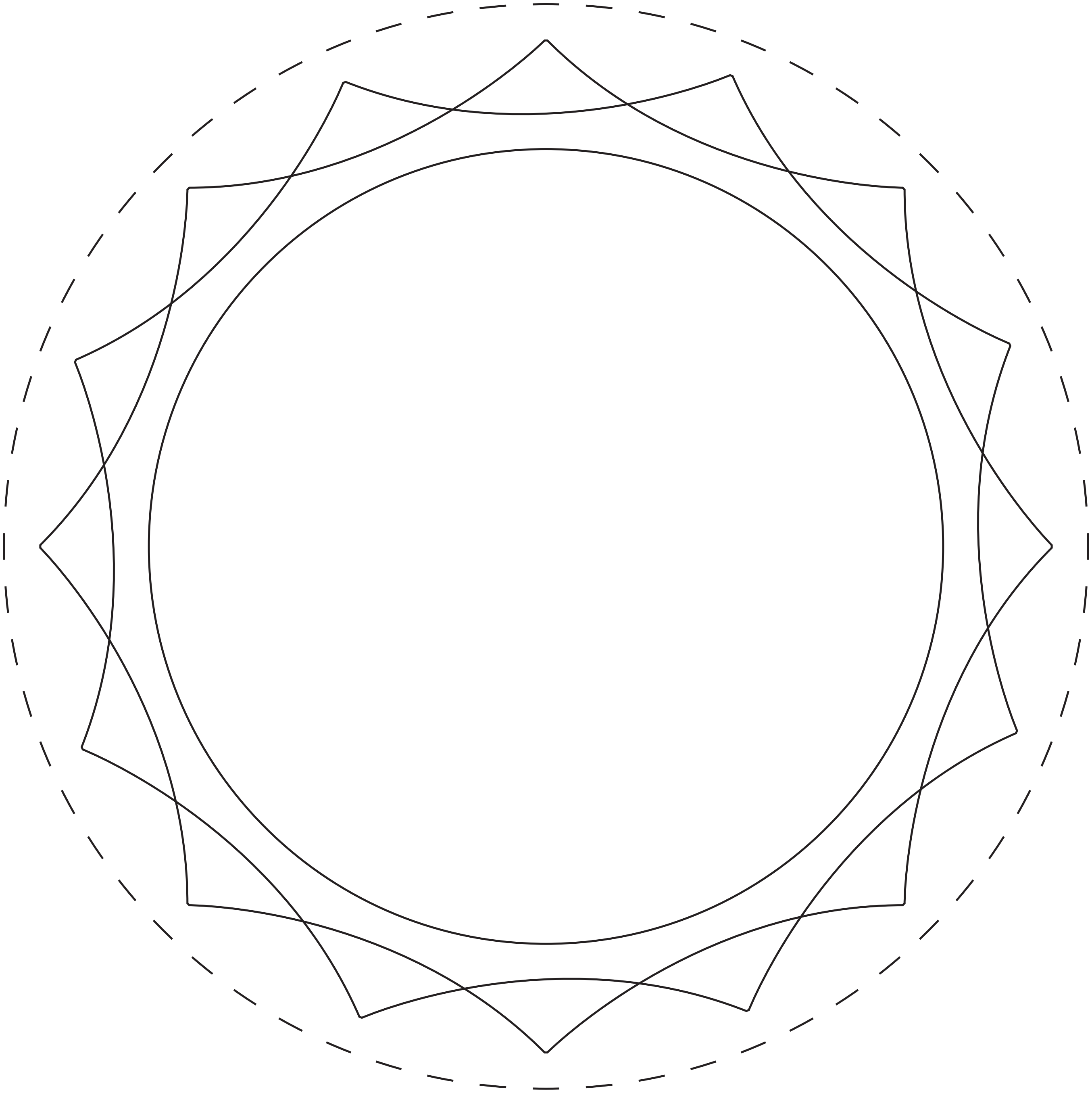
Materials:

- Dinner plate template
- Colored paper
- Crayons/colored pencils
- Scissors
- Glue/tape
- Optional: paper plate and plastic utensils

Procedure:

1. Color and decorate the plate however you like (optional: use a paper plate and decorate that).
2. Draw your favorite foods on the plate. You can get creative and use other materials, like colored paper, stickers, pictures from newspapers, and more!
3. Cut out the plate image by cutting out all along the dotted circle. Glue it to the middle of the colored paper.
4. Draw some utensils on either side of the plate (optional: glue or tape plastic utensils).
5. Cut out the box with the verse and glue it anywhere on the paper.


"So let each person look at his (own) food."
Sūrah 'Abasa, Verse 24 (80:24)



“So let each person look at his (own) food.”

Sūrah ʿAbasa, Verse 24 (80:24)

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Lesson 11: Wasting Food and Drink

(taken from Verses of Light Curriculum Lesson 9)

OBJECTIVE

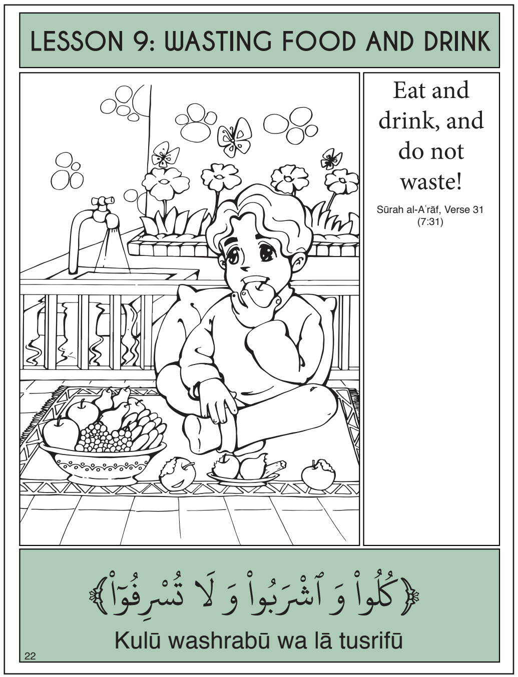
Students will learn about the importance of not wasting food or drinks. They will then memorize the āyah.

كُلُواْ وَ ٱشْرَبُواْ وَ لَا تُسْرِفُوٓاْ

Transliteration: Kulū washrabū wa lā tusrifū
Translation: Eat and drink, and do not waste!
Āyah Source: Sūrah al-Aʿrāf, Verse 31 (7:31)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about wasting today. What does it mean to waste?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah saying we should not do when we eat and drink? Students will most likely answer, "Don't waste!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 9: WASTING FOOD AND DRINK

Eat and drink, and do not waste!

Sūrah al-Aʿrāf, Verse 31 (7:31)

﴿كُلُواْ وَ ٱشْرَبُواْ وَ لَا تُسْرِفُوٓاْ﴾

Kulū washrabū wa lā tusrifū

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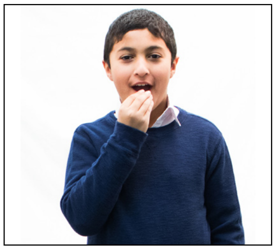
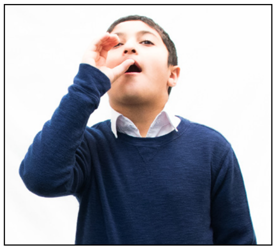
STEP 2: DISCUSSION

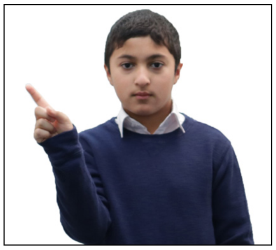
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think Allah gave us the blessing of food and water? Examples - so we have energy, so we can grow up to be strong, so we can be healthy, etc
   - Allah does not like it when we waste anything, no matter what it is! What are some ways that we can avoid wasting in our daily lives? Examples - taking only as much food as we will eat, turning off lights when we aren't using them, turning off the water while brushing our teeth, etc.
   - Discuss wasting in different scenarios.
     - Your mom packed you a big lunch, but you cannot finish your food. What should you do? Examples - take the rest home, finish it later, tell your mom it was too much so she can give you less next time, etc
     - You find a piece of bread on the floor. What do you do? Example - give it to some birds, put it in compost
     - If you really like a certain food but you are already full, what should you do with that food? Example - save it for later because eating too much is also a form of wasting
   - Use this verse at snack or lunch time.

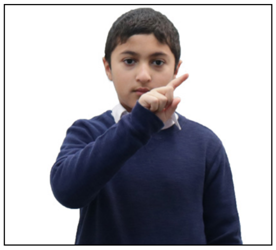
STEP 3: MEMORIZATION & HAND GESTURES

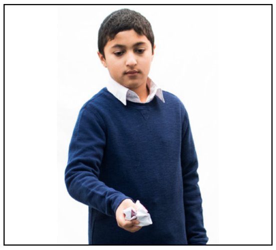
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to eat with your hand,' be sure to say the Arabic (kulū) and translation (eat) so that students can associate the sign with the Arabic word and English meaning.


Pretend to eat with your hand
(Kulū - eat)


Pretend to drink
(Washrabū - and drink)


Make "No" with your finger
(Wa lā - and do not)


Make "No" with your finger
(Wa lā - and do not)


Pretend to throw away food
(Tusrifū - waste)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Khalid was a little boy who was very wasteful. Even though Allah had given him all the blessings you could imagine, he did not thank Allah for them properly! Sometimes, he would ruin a whole bowl of fruit by biting each apple until he found the sweetest one. Other times, he ate so much he would get a stomach ache! At home, Khalid would leave lights on that he didn't need or leave the water running when brushing his teeth. But one day at school, Khalid's teacher taught them a new āyah: [recite the āyah with translation]. He went home thinking hard about the āyah.

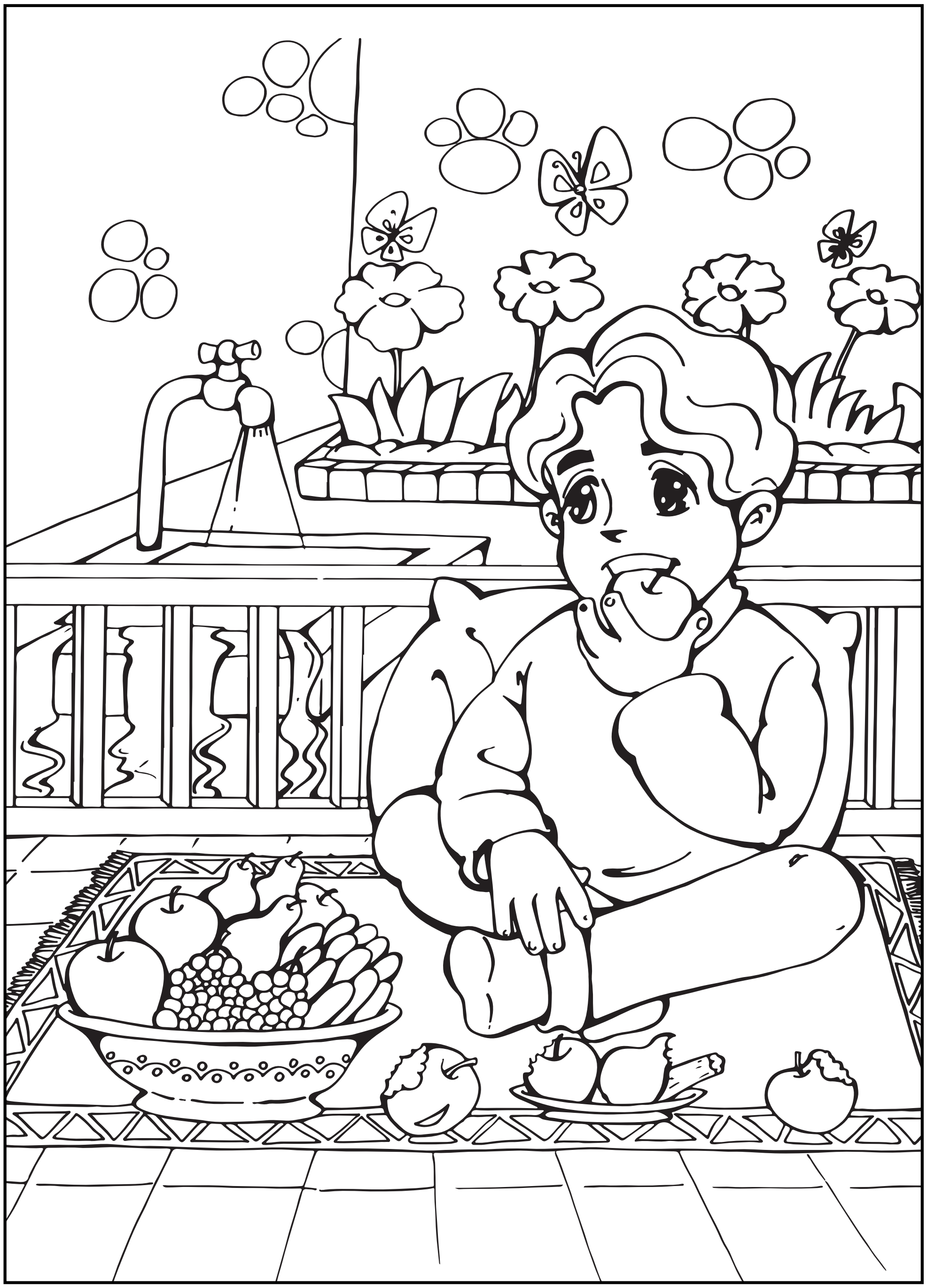
In the evening, his father was telling him about all the children in the world who don't have enough to eat. So many children go to bed with empty stomachs! Khalid thought about how much he had eaten that day and the āyah he learned, and felt very sad. Khalid's dad said, "This is why Allah has told us not to waste anything—not water, not food, not even electricity! Khalid thought about how much he wasted every day, and knew he needed to be more thankful and less wasteful. Khalid made a promise to himself and to Allah that he would do his best to always finish his food and eat only as much as he needed. He also decided to form a club at school to collect donations for those who were hungry so he could help others! Khalid thanked Allah every day for what he was given and did his best not to waste to make Him happy with him!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to make sure we don't waste so we can make Allah happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

WASTING FOOD AND DRINK



Eat and drink, and do not waste!

Sūrah al-Aʿrāf, Verse 31
(7:31)

﴿كُلُواْ وَ ٱشْرَبُواْ وَ لَا تُسْرِفُوٓاْ﴾

Kulū washrabū wa lā tusrifū

Wasted Food Graph

Objective: Children will learn about wasting food and why it is something to avoid.

In the previous lesson, we talked about manners of eating food and how we should ponder about our food. Today, we'll discuss a very specific manner of eating that is very important not to do: wasting. Sometimes, when we are feeling very hungry, we take too much food on our plate and we are not able to finish it. This food then goes to waste, which is not good. Wasting food is ḥarām, or forbidden, so we should avoid it as much as possible. If we take a little at a time and finish all of our food, then there won't be anything leftover to throw away.

Let's do an experiment: for one week, keep a count of what you are eating and drinking each day. This can include meals and snacks, or any other food and drink that is being consumed. What foods were we able to finish? Did we leave any open bag of chips to be thrown away? Did anything from the fridge get left out on the counter? Let's make a chart to keep track of all the information.

Suggested Ages: 5+

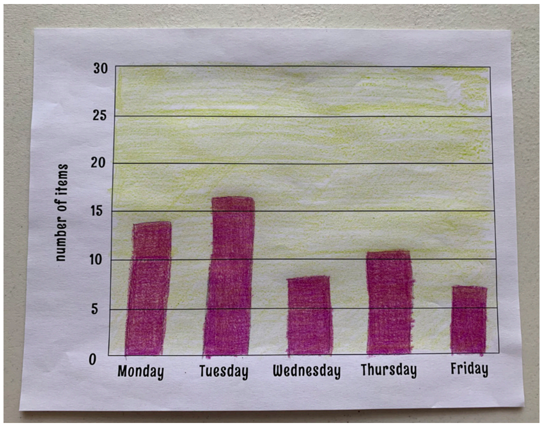
Time: 30 minutes

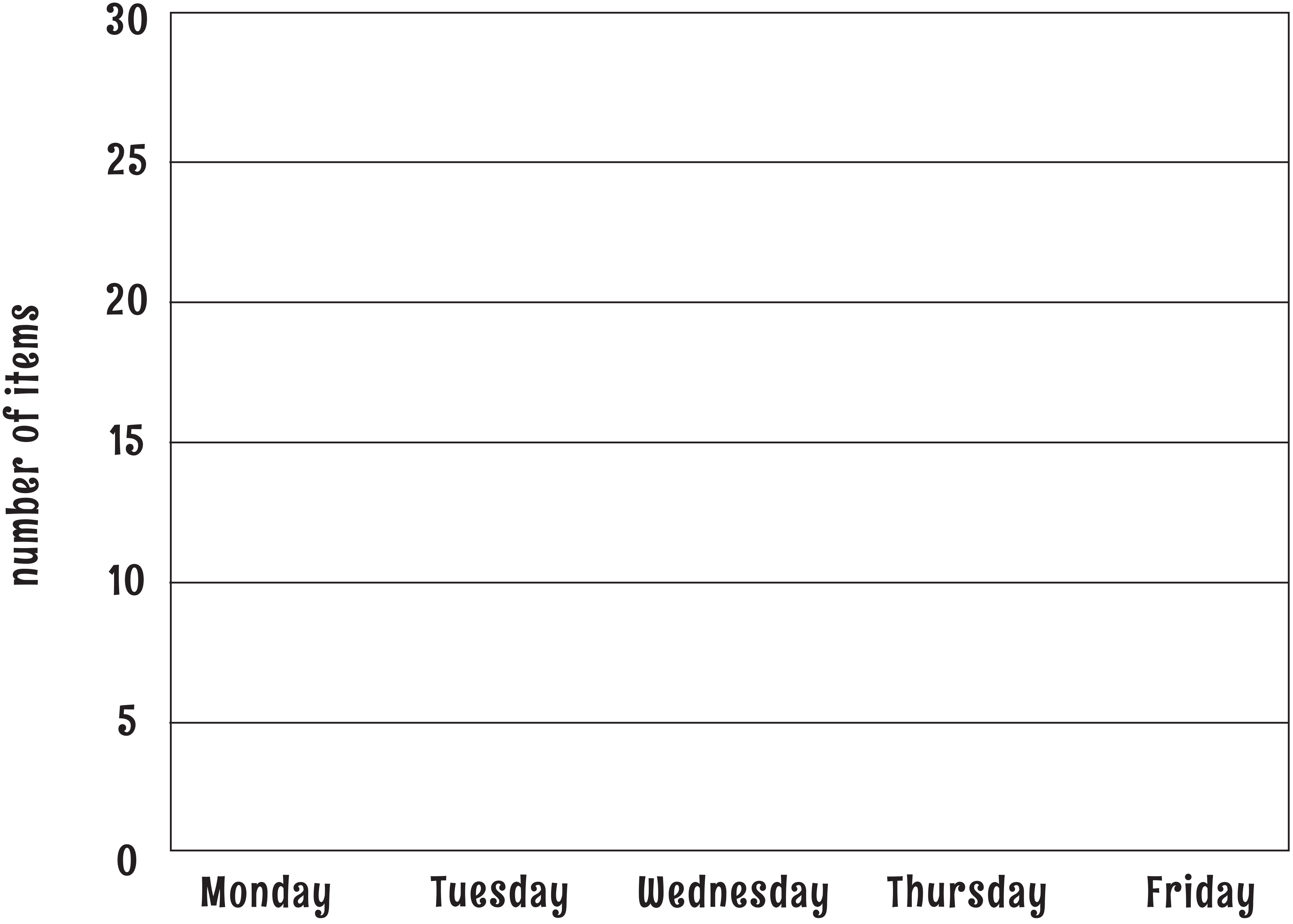
Materials:

- Graph template
- Crayons/colored pencils

Procedure:

1. Each day, count how many items of food and drink went to waste (optional: you can calculate the amount of food wasted rather than number of items).
2. Draw a bar using the numbers on the left side.
3. You can use two different colors to mark food items and drink items.
4. Get creative! Color and decorate the graph however you like.
5. Let's think: how much food and drink was wasted in one week? What can we do to reduce wasting?




number of items
30
25
20
15
10
5
0
Monday
Tuesday
Wednesday
Thursday
Friday

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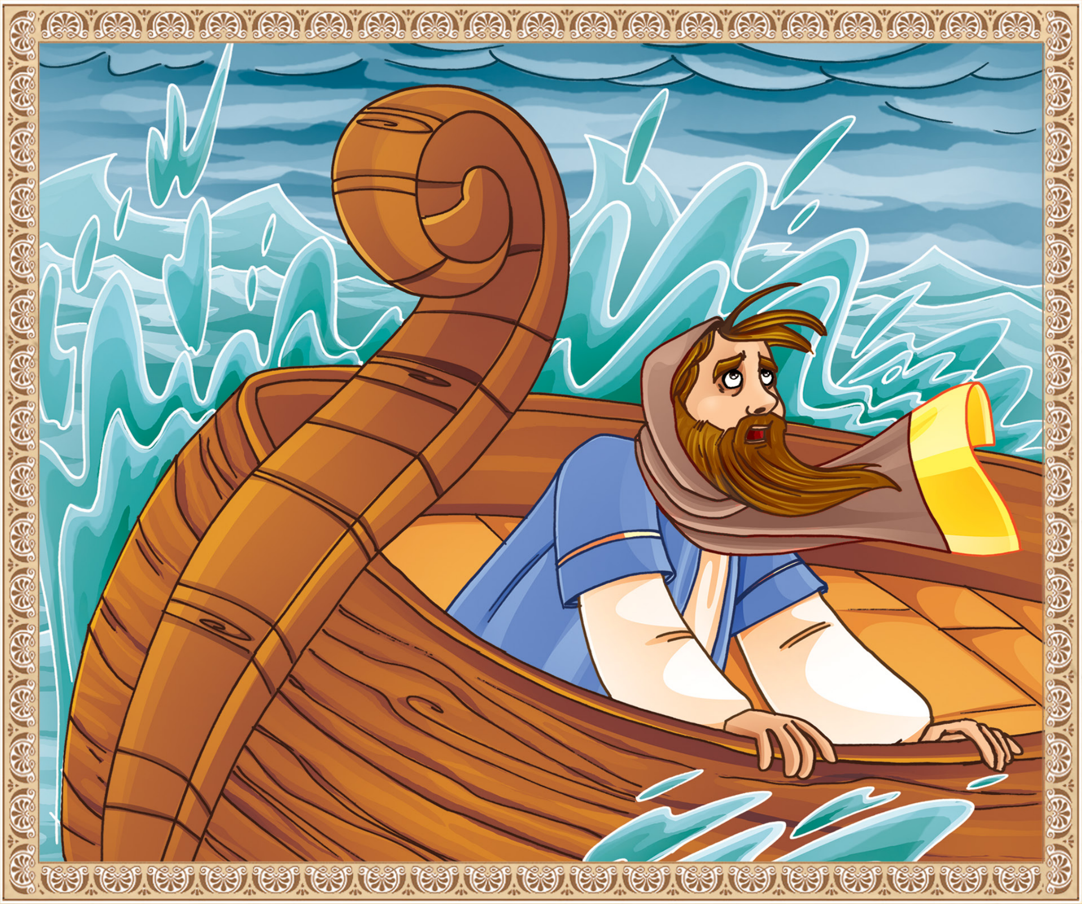
Lesson 12: Always Remember Allah

(taken from *The Guiding Light* book 1, lesson 2)



فَاذْكُرُونِي أَذْكُرْكُمْ

Remember Me, and I will remember you.

Sūrah al-Baqarah, Verse 152

There was once a man who had an important question. He tried to find the answer to his question, but nobody could help him! Finally, he decided to visit Imām aṣ-Ṣādiq (ʿa). After all, he heard that the Imām (ʿa) was the wisest and smartest of all.

The next day, when he met with the Imām (ʿa), he was bursting to ask his question. After greeting the Imām (ʿa), he took a deep breath and asked, "If we can't see Allah, how do we know that He is there?"

The Imām (ʿa) paused for a moment. Instead of giving him a quick answer, he asked the man, "Have you ever been on a boat in the middle of the sea?"

The man nodded his head, remembering the time he sailed through the Red Sea.

"And was there ever a strong and sudden storm that ruined your boat until it started to sink?" continued the Imām (ʿa).

"Yes! That happened to me before," the man said quickly, wondering how the Imām (ʿa) knew about that time when he almost drowned in the sea.

The Imām (ʿa) went on, "When you think back to that moment when you were so scared and alone, and there was nobody around to help you or save you, didn't you still have hope that you would be saved?"

“Yes, deep down inside, I still had hope!” the man admitted.

“So, who did you think was going to save you?" asked the Imām (ʿa). The man was speechless.

"At that moment, you had hope in Allah," said the Imām (ʿa). "You knew that only Allah could save you when nothing else could."

The man felt so relieved and finally understood Allah better! He thanked the Imām (ʿa) for helping him realize something so important. Now that he was sure that Allah is always there, he was able to think about Allah and pray so much more and better than before!

Biḥār ul-Anwār, Vol. 3, P. 41

مَنْ أَكْثَرَ ذِكْرَ اللهِ أَحَبَّهُ اللهُ

Prophet Muḥammad (ṣ):

Allah loves those who always remember Him.

Al-Kāfī, Vol. 2, P. 499

Rainbow and Cloud Craft

Objective: Children will learn about different ways to remember Allah.

In the story we read earlier, Imām aṣ-Ṣādiq (ʿa) answered a man's question about how we know that if Allah is there or not. He asked the man to think about the time when he was stranded at sea and felt the hope that Allah was going to save him. Let's think about a time when we may have been in a similar situation. What happened that reminded you of Allah? Sometimes, when we are in a difficult situation, we say or recite different things. These duʿās or phrases strengthen our faith and give us hope that Allah will help us. That is why it is important to remember Allah all of the time, in times of happiness and in times of need.

What are some things we can say to remember Allah in everything we do? One of the most important ways is to say bismillāh. The best way to remember Allah is before we start anything, such as eating, reading a book, and beginning our journey. Another thing we can say is alḥamdulillāh for times when something good happens, such as when we pass our test. Let's do a craft that we can look at whenever we need to remember Allah.

Suggested Ages: 5+

Time: 30 minutes

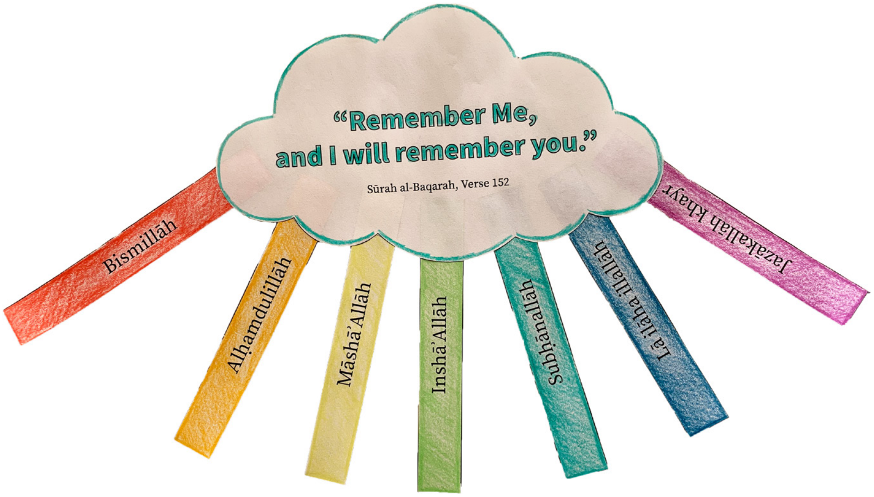
Materials:

- Rainbow and cloud template
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:

1. Color the cloud and boxes however you like.
2. Cut out the cloud and the boxes by cutting along the outer edges.
3. Glue or tape the boxes to the back of the cloud.

Craft inspired by Lunar Learners: https://www.lunarlearners.com/crafts-and-more/2019/10/free-rainbow-printable-66df6



“Remember Me, and I will remember you.”

Sūrah al-Baqarah, Verse 152

Bismillāh

Alḥamdulillāh

Māshāʾ Allāh

Inshāʾ Allāh

Subḥānallāh

Lā ilāha illallāh

Jazākallāh khayr

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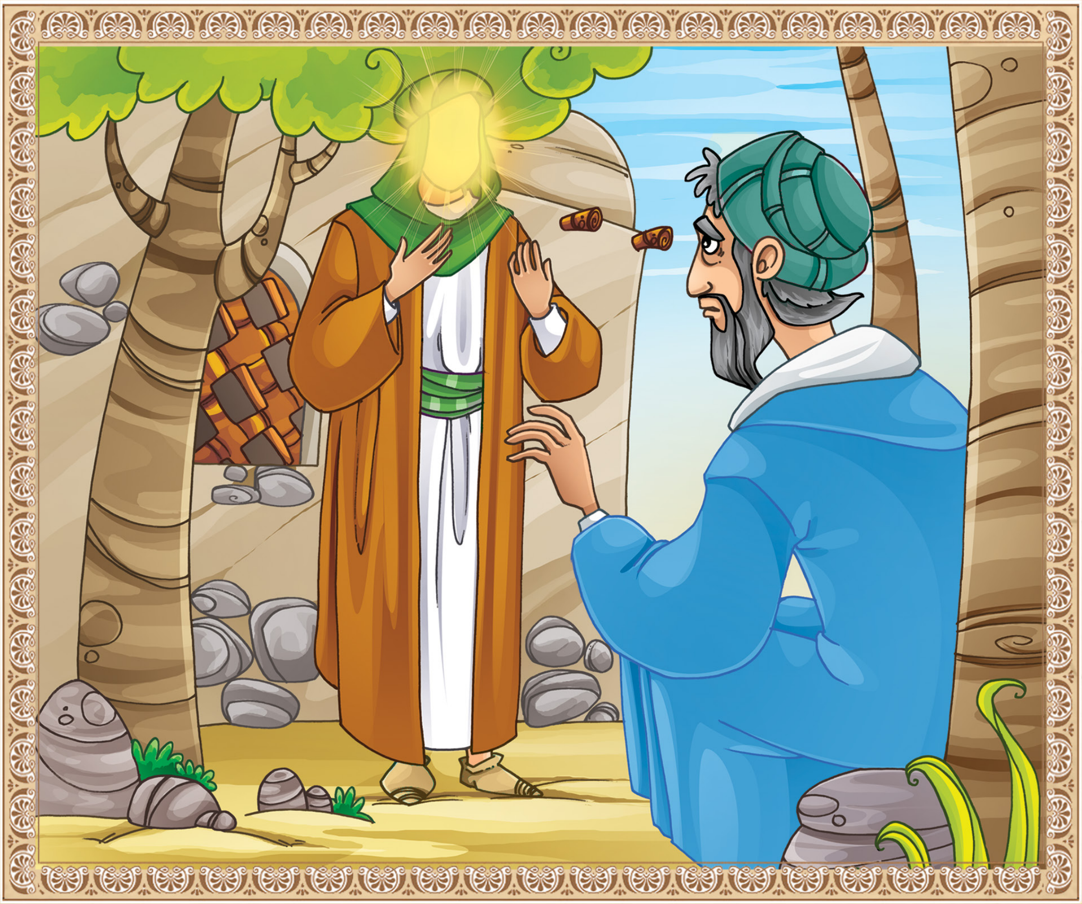
Lesson 13: Ask Allah for Health

(taken from *The Guiding Light* book 1, lesson 3)



وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ

And when I get sick, it is [Allah] who cures me.

Sūrah ash-Shuʿarāʾ, Verse 80

In a town in Iraq, there lived a man who was very sick. Night and day, he was always in pain. After seeing one doctor after the other, and trying one medicine after another, he was not feeling any better. Nothing cured him!

Just as he was feeling hopeless, one of his friends suggested, “Why don’t you go to Imām al-Hādī (ʿa) and ask him to pray for you? Don’t you know that the Imām’s prayers are always accepted?” He decided to take his friend’s advice, and a few days later, he was on his way to visit the Imām (ʿa).

The moment the man saw the Imām (ʿa), he stopped in his tracks. He did not have the courage to ask the Imām (ʿa) for his prayers. Before he could say anything, the Imām (ʿa) broke the silence, “May Allah grant you health, may Allah grant you health, may Allah grant you health!” The man was shocked and speechless. *How did he know?* he thought to himself.

One man was standing nearby and saw the whole thing. “*SubḥānAllāh*!” he exclaimed happily. “You’ll feel better very soon. Our Imām (ʿa) prayed for your health before you could even ask him!”

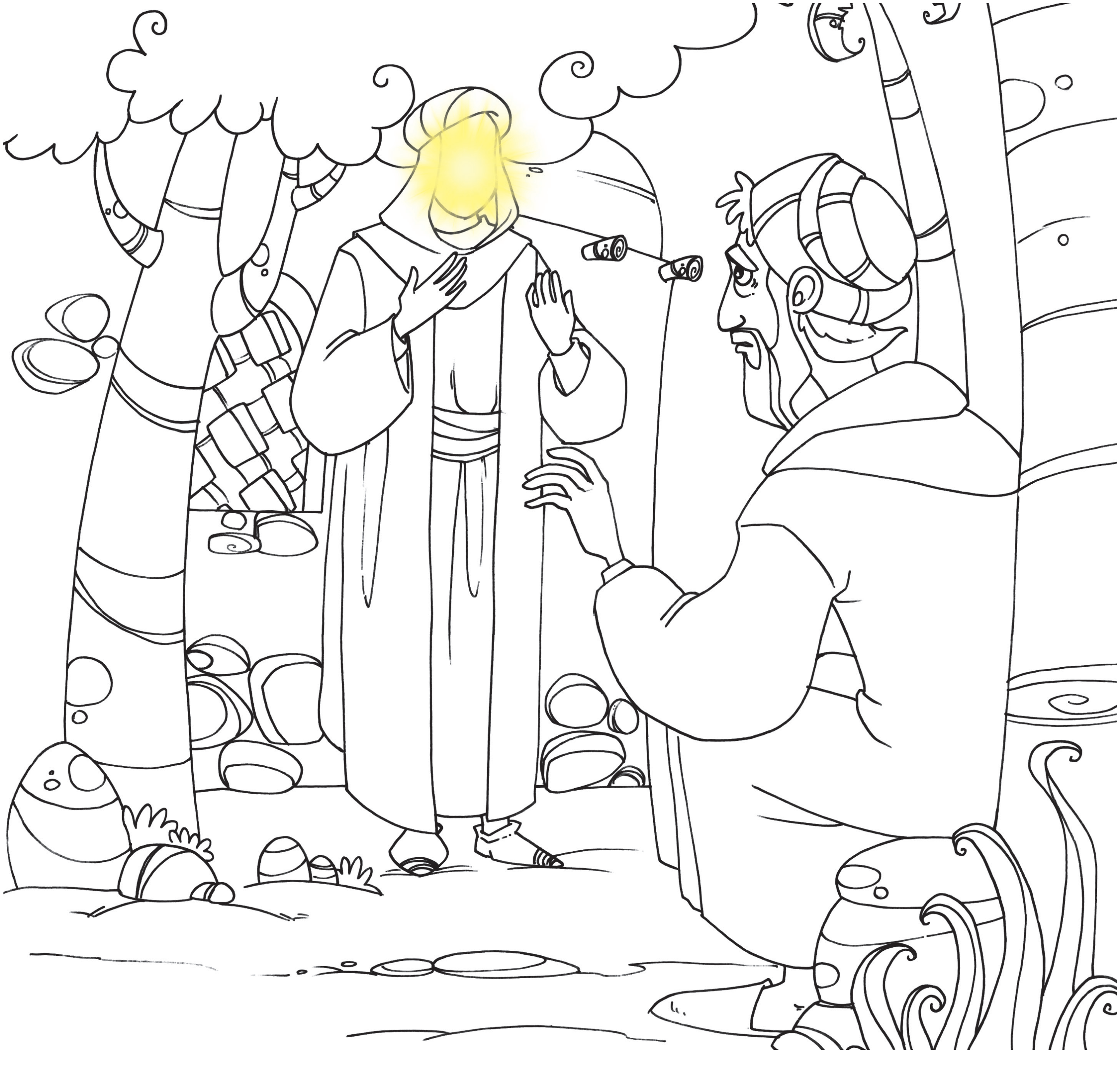
For a moment, the sick man felt like he was dreaming. He walked back home feeling so thankful to Allah. The next morning, he jumped out of bed with bursting energy! He had never felt better!

Biḥār ul-Anwār, Vol. 50, P. 145

إِنَّ هٰذَا الْقُرْآنَ شِفَاءٌ لِلصُّدُورِ

Imām Ḥasan (ʿa):
Indeed, this Qur’ān heals hearts.

Jāmiʿ al-Akhbār, Vol. 1, P. 164



Doctor’s Bag Craft

Objective: Children will learn about praying to Allah for good health.

Earlier, we read in a story about Imām al-Hādī (ʿa) praying for a sick man’s health. The man had tried everything, but was still not getting better. Have you ever felt that way, or maybe seen someone that way before? When someone we know is very sick, one of the best ways we can help them is to pray for their health. At the end of the day, it is Allah who cures us and it is He whom we should rely on to do what is right for us.

What are some duʿās we can recite to pray for someone’s health? In the Qurʾān, there is a verse which asks us, who hears the call of someone who is in trouble and helps them.[1] Today, we are going to make a craft that will help remind us that we should ask Allah for health.

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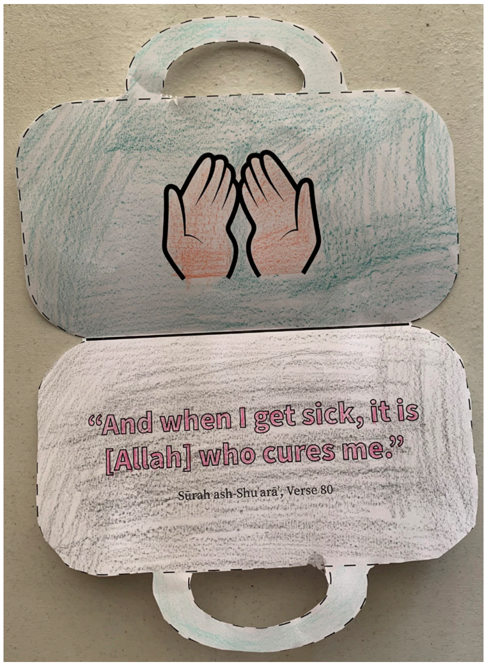
[1] The Noble Qurʾān 27:62


“And when I get sick, it is [Allah] who cures me.”
Sūrah ash-Shuʿarāʾ, Verse 80

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Doctor’s bag template
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:

1. Color the doctor’s bag template however you like.
2. On the side with the hands, draw different images related to medicine, being sick, etc.
3. Cut out the bag by cutting along the outer edge.
4. Carefully cut the smaller half circles to make the handles.
5. Fold along the solid line in the middle. This should fold the bag closed, with the words and pictures on the inside.
6. Decorate the outside however you like.

“And when I get sick, it is [Allah] who cures me.”

Sūrah ash-Shuʿarāʾ, Verse 80

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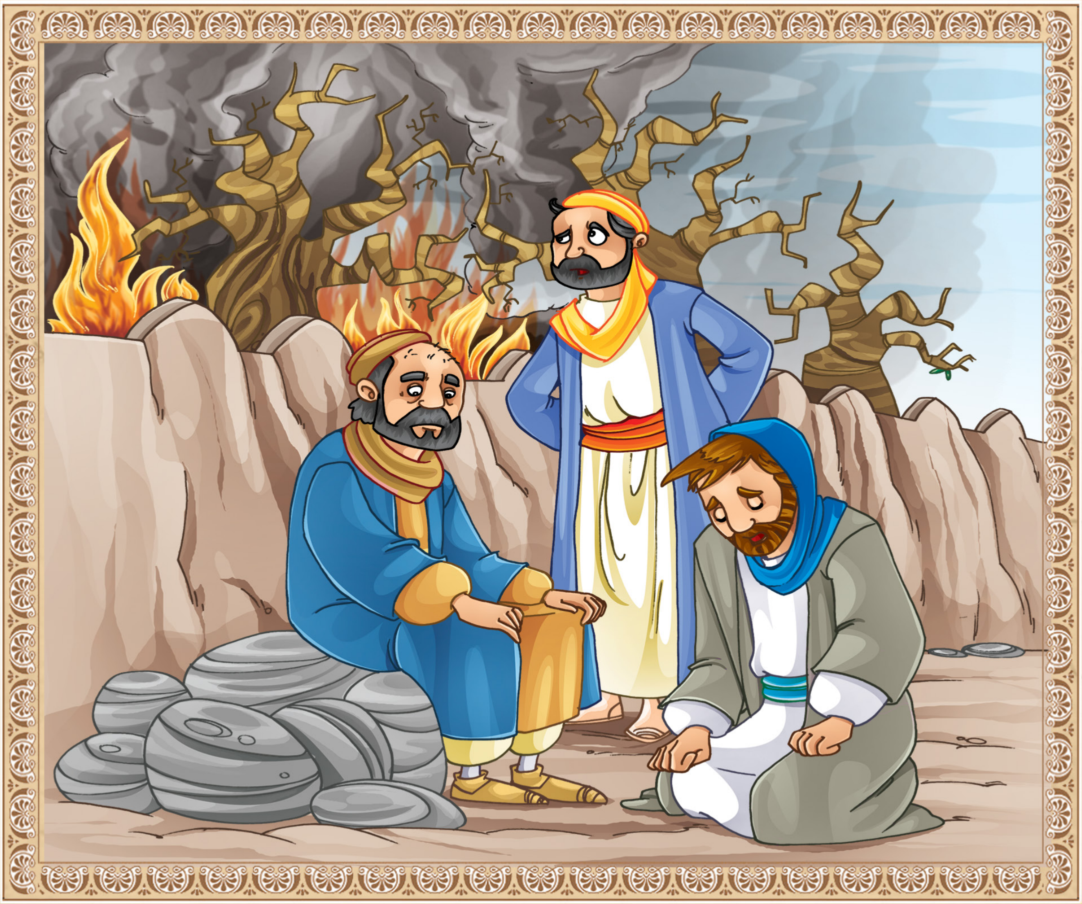
Lesson 14: Allah Watches Us

(taken from *The Guiding Light* book 1, lesson 4)



أَلَمْ يَعْلَمْ بِأَنَّ اللَّهَ يَرَىٰ

Does he not know that Allah sees (everything)?

Sūrah al-ʿAlaq, Verse 14

ʿAbdullāh was a pious man who owned a big orchard full of fruit. Every time he picked the fruit from his trees, he would donate some of it to the poor and needy. In return for his kindness and generosity, the poor people decided to help him take care of the orchard. ʿAbdullāh was very thankful to them for their help.

As the years passed, he grew older and weaker. One day, after he had fallen very sick, he advised his children, "My dear sons, please continue to give fruit to the poor and needy, especially those who work in the orchard. You should always share what you have with others." The three sons promised their father that they would take his advice.

But soon after ʿAbdullāh passed away, they broke their promise. They were too greedy and wanted all of the fruit for themselves. So, they decided to go to the orchard early in the morning to pick all of the fruit while everyone was still asleep. When the poor workers found this out, they realized that the three sons were being very greedy. For this reason, they decided that they would no longer help out at the orchard.

Soon enough, the orchard became very messy, and the trees were not growing as well anymore. The oldest brother looked at the orchard and thought, *The orchard looks much worse now!* This made him realize that what they were doing was wrong!

With his father's advice in mind, he told his two brothers, "Let's help the poor. We need to remember Allah, for He can see everything that we do." But no matter how much he tried to warn them, his brothers did not listen. They continued picking the fruit early in the morning, before the others came.

One stormy night, lightning struck one of the trees, setting it on fire! The next morning, as they approached the orchard, they saw that the entire orchard and all the fruit had been burned down! When the oldest son saw this, he said to his brothers, "This is all your fault! If you did not forget Allah, this would never have happened!" Seeing this, the two brothers realized their mistake and immediately asked Allah for forgiveness.

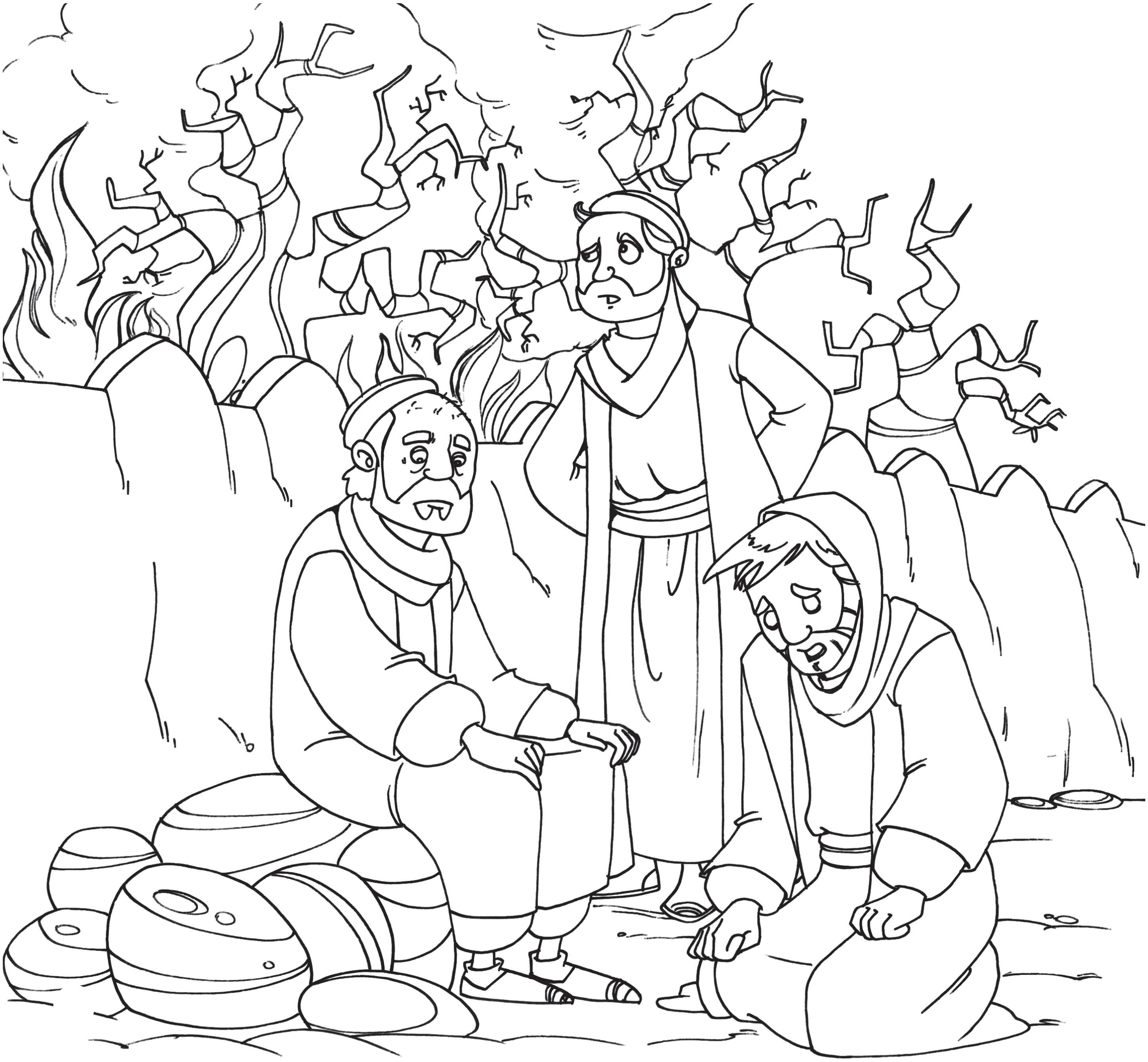
Tafsīr an-Namūnah, Vol. 24, P. 394

إِعْلَمْ أَنَّكَ لَنْ تَخْلُوَ مِنْ عَيْنِ اللهِ فَانْظُرْ كَيْفَ تَكُونَ

Imām Muḥammad al-Jawād (ʿa):

Know that you will never escape from Allah's sight, so be careful about how you behave.

Tuḥaf al-ʿUqūl, P. 455

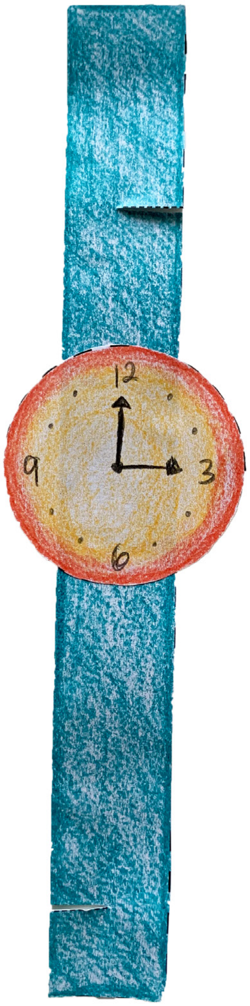


Wrist Watch Craft

Objective: Children will learn about how Allah is always watching and guiding us.

In the story about the three brothers and their orchard, we learned that Allah is always watching us. He saw how the three brothers were being greedy with the fruit. So where can we go where Allah is not watching us? Well, there isn't anywhere we can go where Allah can't see what we are doing! We must always remember that Allah can see us and is watching what deeds we are doing.

Why should we always keep in mind that Allah is watching us? We are so blessed that Allah watches us and sees when we need help and guidance. Also, when we are about to make a mistake or do a bad deed, and we remember that Allah is watching us, we might stop ourselves from doing that deed. Let's make a craft that will help remind us that Allah is watching, so that we can avoid doing any bad deeds, inshāʾAllāh!



Suggested Ages: 5+

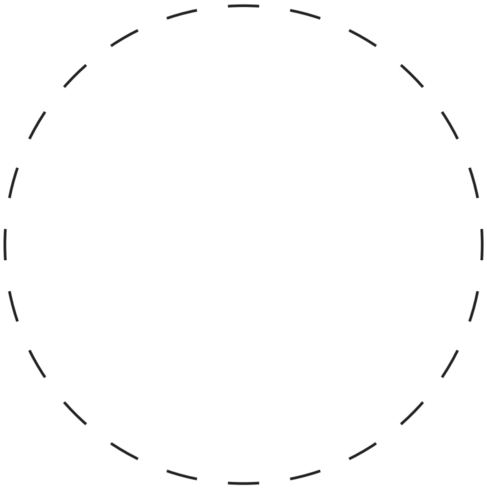
Time: 40 minutes

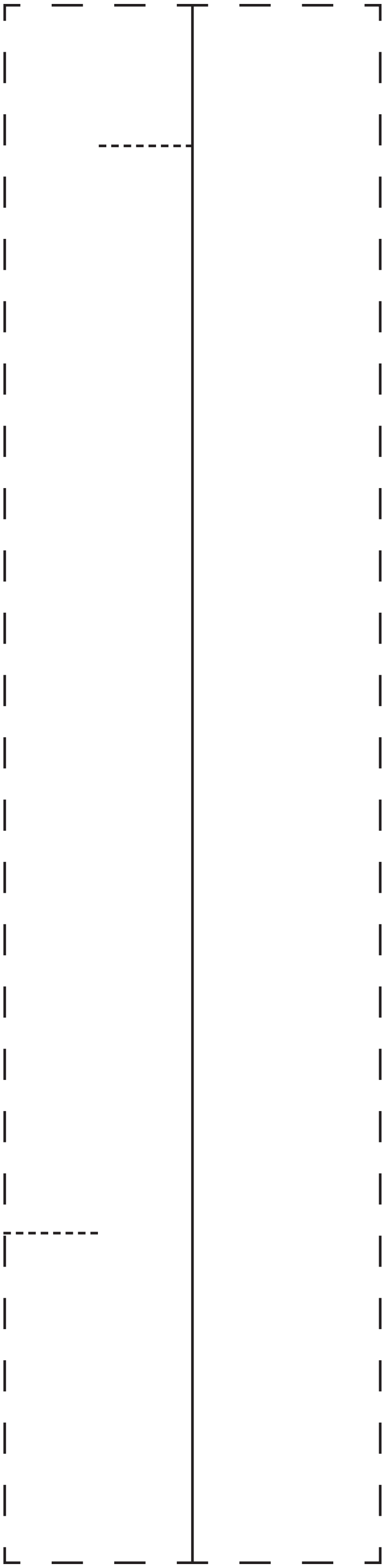
Materials:

- Watch template
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:

1. Color the watch strap and watch face however you like.
2. Cut out the rectangle by cutting all along the dotted edge.
3. Fold the rectangle in half longways along the solid line. This will be the watch strap.
4. Cut along the small dotted lines on either end of the watch strap. Be sure to not cut past the small dotted line. This will be how the strap fastens around the wrist. You may need to make another cut to adjust the size (optional: glue or tape the strap closed).
5. Cut out the circle from the template. This will be the watch face.
6. Glue the watch face to the watch strap.





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Lesson 15: Be Happy with Allah’s Decisions

(taken from *The Guiding Light* book 1, lesson 5)

وَاللهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

And Allah knows what you do not know.

Sūrah al-Baqarah, Verse 216

There was once a man who had two daughters. His first daughter was married to a farmer, and his second daughter was married to a potter.

One day, he decided to visit both of his daughters. When he went to visit his first daughter, she was thrilled to see him! She gently asked, “Dearest Father, may I ask you for a favor? This year, my husband planted many seeds in our farm. Please pray that it rains a lot so that we can have good crops!” The father smiled and said, “*Inshāʾ Allāh*.” After having some tea and biscuits, he said goodbye and made his way to his second daughter’s house.

When he arrived, his second daughter was also very happy to see him. She asked, “My dear Father, may I ask you for a favor? My husband spent the whole year making many beautiful clay dishes. Please pray that it does not rain! If it rains, the dishes won’t dry fast enough and we won’t be able to sell them.” Once again, the father smiled and said, “*Inshāʾ Allāh*.” After having some juice and cookies, he said goodbye and headed home.

On his way back, he thought deeply about what had happened. Both of his daughters had asked him to make a prayer, but the two prayers were the opposite of each other. Since the man was wise and pious, he prayed to Allah, “O Allah, we don’t know what is best for us, so please do whatever You think is best, because You know everything.”

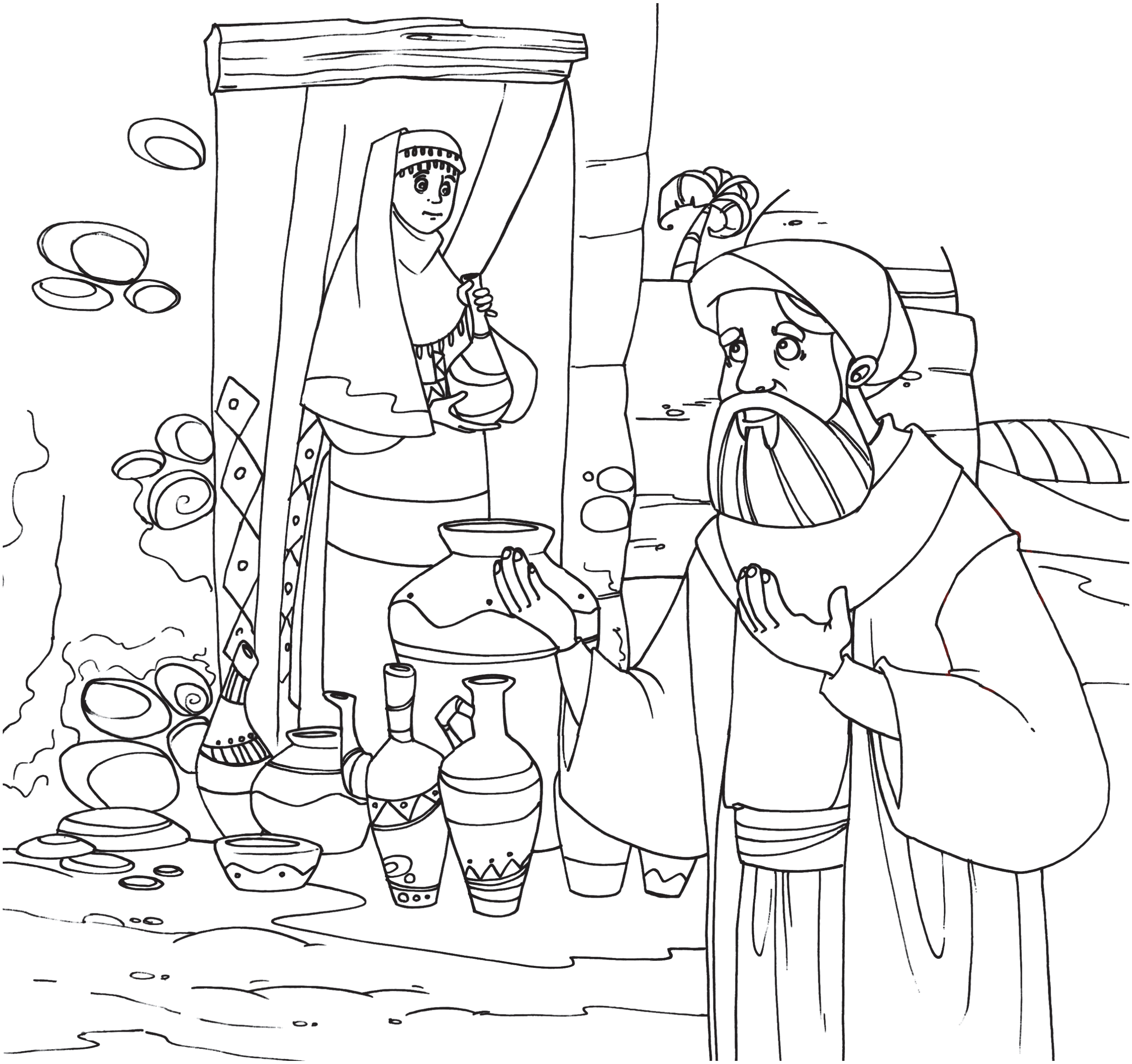
Biḥār ul-Anwār, Vol. 4

اِرْضَ تَسْتَرِحْ

Imām ʿAlī (ʿa):

Be content (with what you have), and you will be at peace.

Ghurar ul-Ḥikam, Ḥadīth #2243

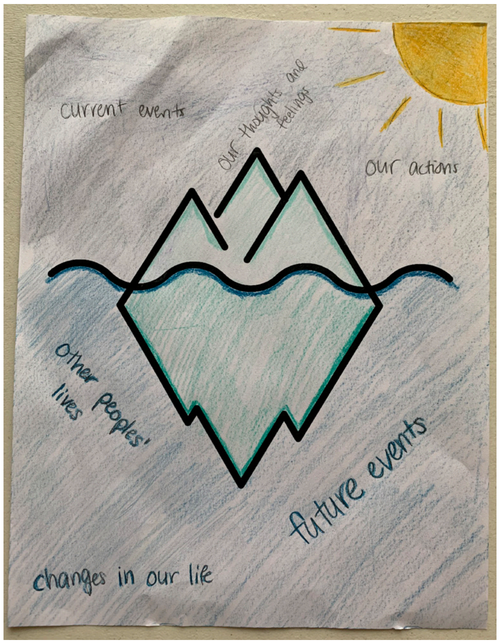


Iceberg Activity

Objective: Children will learn about how to rely on Allah and His decisions.

Earlier, we read about the story of the man with the two daughters who asked him to pray for opposite things. One asked for him to pray for rain while the other asked to pray that it did not rain. What did the man do? He prayed for whatever Allah knows is best. From this story, we can see that while we are encouraged to ask for our duʿās, we should always ask Allah to give us what is best for us, and to trust Him.

Why do you think we should pray for what is best for us? Well, Allah is All-Merciful, and He loves us. He is also All-Knowing, and He knows what we do not know. Think about an iceberg. We can only see what is on the surface above the water, but we can't see what is below. Similarly, there is a lot we cannot see or don't know that Allah does know. Today, we are going to do an activity that will help us see why we should rely on Allah's decisions.



Suggested Ages: 5+

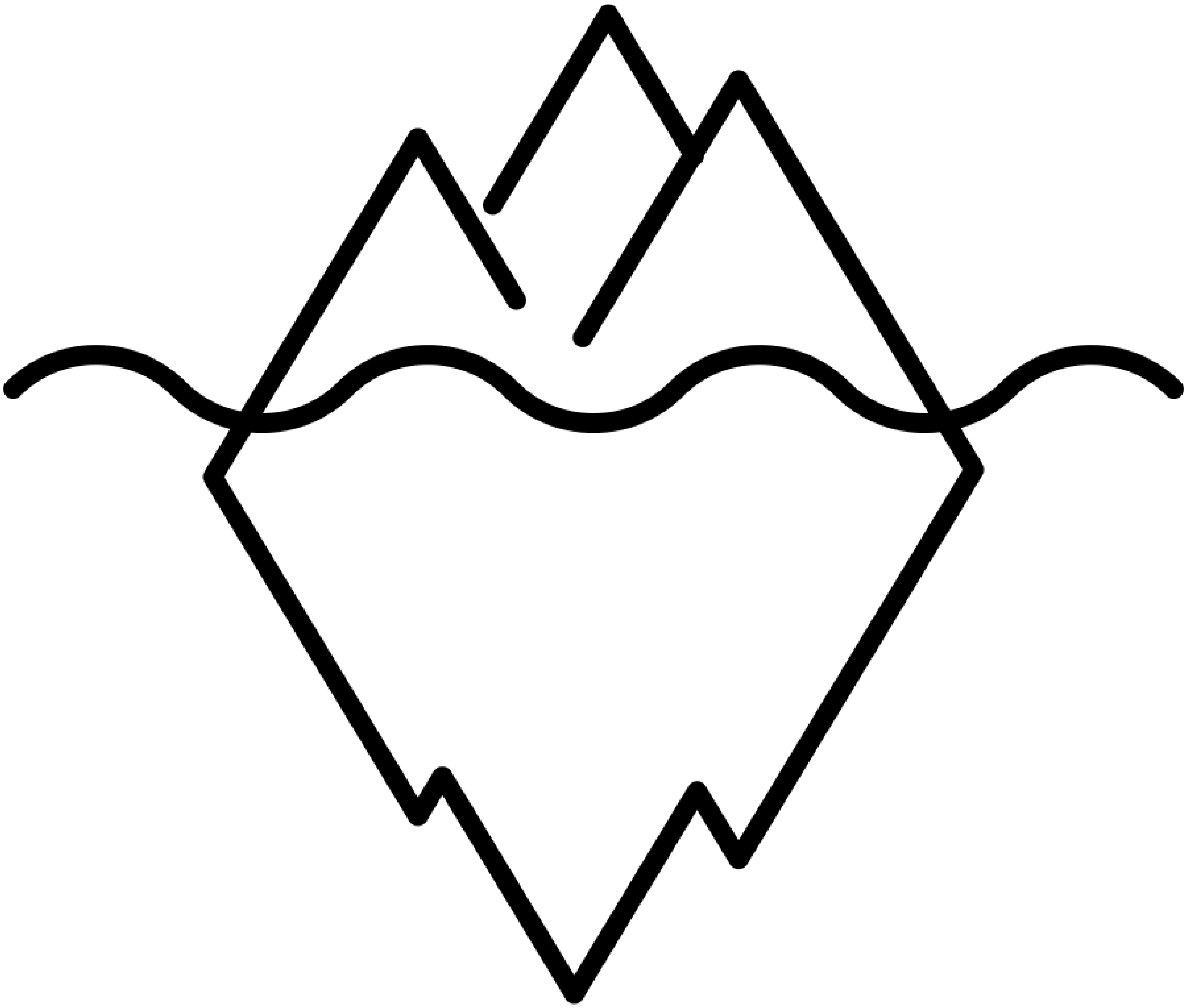
Time: 30 minutes

Materials:

- Iceberg coloring page
- Crayons/colored pencils

Procedure:

1. Color the picture of the iceberg however you like.
2. Think: what things do we know and can see in our daily lives? Write those down in the section above the water.
3. What are some things that we might not know about, and only Allah knows? Write those down in the section below the water.
4. Remember: we can't always see the whole picture, so we should ask Allah for help since He can.



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